

Educational Supplement

MAY 6 1977 NUMBER 3231

Cane won't go away, says survey



A striking new package to help jobless teenagers will be presented to the Cabinet soon.

Mrs Williams insists on local action to stem unemployment

Mark Jackson

Education Secretary is to take a key role for local education authorities in any national scheme to alleviate youth unemployment.

She will be able to point out that if the Government agrees to eliminate the inconsistencies which at present exist between youngsters on different unemployment relief and training schemes, it will only make the disparity between their treatment and that of their peers at school and in further education more glaringly obvious.

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Redeployment—the new numbers game

Redeployment is now one of the vogue words of education. Depend upon it, a great deal more is going to be heard of it, as the painful process of adjustment to smaller school rolls gets under way.

Everybody knows by now that numbers in the primary schools are falling, and that soon the same thing will be happening in secondary schools. By the middle of the next decade the schools will lose something like two million pupils.

The first aim must be wherever possible to negotiate staffing adjustments locally—redeploying teachers from schools where the numbers fall away to the schools where vacancies occur.

Many people doubt if, in the long run, the reduction in the total teaching force can be wholly managed by natural wastage. For many reasons fewer established teachers are now leaving the profession each year.



are fewer temptations to jobs elsewhere. In these conditions continue indefinitely, the question of early retirement and compulsory redundancy is bound to arise.

On the face of it, however, many parents will reckon it is only logical, if some teachers are to go, for those chosen to be the least professionally skilled—with all the begged question such a phrase implies.

No comment

Dear parents, as you know the Queen celebrates the Silver Jubilee of her Ascension this year...

School to work

School to work looks at inter-national fears for youth employment prospects; the CBI's hopes for its school; and the Government's first reaction to Holland.

Answering back

Teachers at the so-called 'school of shame'—Stadelhof, Hudd in London—reply to their critics but call for more statistics to demonstrate the school's achievements.

Private poll

Britain's independent schools are more popular than ever, according to figures released this week.

Nurseryland

Bees, lambs, pigs, monkeys, elephants: Virginia Makins looks at some infant fiction. Pam Mitchell evaluates some new picture story books.

Child's eye view

Christopher Gillin-Beale reviews Thomas Y's documentaries on music, drama and poetry at a south London comprehensive.

Deprived adults

Is the adult education sector heading collapse? H. C. Wilshire and Graham Moo look at the implications of a new survey.

Leaders: 2; personal column, John Rice, 4; School to work, 11; sport, 16; foreign news, 18; 11; letters, 14, 15; features, pastoral care, adult education, Belfast project, 17, 19, 23; Books: Mariya Yukelin writes about the history of the English language; social studies, craft, phonography, 21, 23; Resources, 25, 26; Katholik, music, reading, pastoral care, 27; Arts reviews, cinema, National Festival of Music for Youth, school documentaries, Women of War, 'Our School and Hard Times', 21, 27; chess, maths teachers, Break, 26.

Classified ad index

The Extra on art and handicraft scheduled for this week will now appear on May 20.



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That child

Recently a funny idea has grown up that our hazy system of child-minders has positive virtues. For better—or the argument goes—for worse—children to be cared for by motherly women in homelike surroundings than to be left in institutional day nurseries.

The Thomas Coram Research Unit's study of mothers, mothers and children (page 6) shows that idea dead. It finds that mothers are not necessarily motherly with other people's children. Child-minders' conditions of work and pay are terrible. Partly as a result, children are short of activity, stimulation and attention and behind in language development.

Widening gulf?

The language of statistics frequently raises more questions than it answers. So it is with the two sets of figures published this week. On Tuesday the DES followed up Alan Willmott's equivocal Schools Council report on exam standards with its own comparative statistics of exam results for 1974-75. Although these showed a marked increase in the number of school-leavers gaining examination qualifications, they also revealed several more disquieting factors.

In the first place the most marked increase compared with 1969-70 was at A level. The CSE grades 2 to 5 and GCSE O level grades D or E—none of them calculated to be of much help in job-seeking, and readily explained by the increased proportion of candidates kept on by raising the school-leaving age.

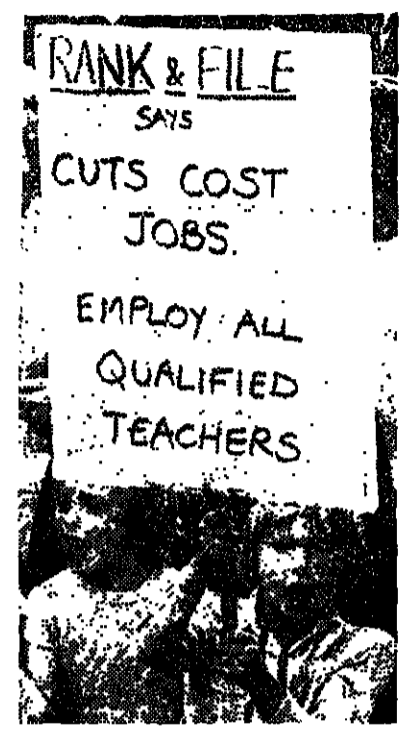
The great telly debate

Thames Television this week joined the great media education debate. The BBC has said its bit with *Panorama*, its own debate talk-in and Roger's Owen's interminable series in the middle of the night. Thames—not of course copying or anything vulgar like that—showed "Our School and Hard Times" on Wednesday (page 95), the first of two programmes on parental involvement in primary schools in the *Good Afternoon* slot on Tuesday and launched *Could Do Better* their own late night series on the purpose of schooling on Thursday.

provisions were done on the spot (after three minutes' preparation) on topics suggested by the producer. They were quite different from the group's normal work which, he said, was often highly abstract. Nor does it make clear that the poetry, art and music was in part taken from ordinary classroom and was in part done in response to the producer's invitation to the children to set out their point of view.

Vernon Bogdanor defends Oxfordshire's £3m cuts 'Fight the slogans'

Oxfordshire is in the front line as far as the National Union of Teachers is concerned, in the struggle to cut £3m out of a total education budget of £57,700,000 for 1976-77. The budget for 1977-78 will be £60,400,000.



Max Morris, of the NUT, has spoken, with his usual moderation, of Oxfordshire as the "disgrace", and accused the authority of callously ignoring its responsibilities. But the truth, as so often, is a little more complex. What in fact has happened, and what general lessons do events in Oxfordshire have for other LEAs and for educational priorities?

Oxfordshire, like other authorities, has suffered ruthlessly from alterations in the rate support grant settlement. It is not only that the total available has been cut, and not only that the Government has shifted resources from the shire counties to the inner cities; the vagaries of the settlement have meant that Oxfordshire has received a smaller proportion of its expenditure than all but three of the LEAs.

It was unlikely, therefore, that large cuts in public spending could be avoided. At this point, Oxfordshire made two decisions. The first was to do everything possible to avoid compulsory redundancies, especially of full-time teachers. I made it clear to the leader of the council that I could not support any measures leading to the compulsory redundancy of full-time teachers.

DES hits out at 'reluctant' tutors

Criticism of the way teacher-tutors oversee the probationers attached to them is made in a DES report on the second year of the Liverpool and Northumberland pilot induction schemes.

Of the 703 probationers taking part in the two schemes, only 13 per cent were observed teaching for 20 minutes or more by their tutors. Only 18 per cent observed their tutors teaching, and fewer than 10 per cent said they had engaged in joint or team teaching with tutors.

The authors of the report, Dr Ray Bolan and Mr Keith Baker, of Bristol University School of Education, say: "These findings confirm the tentative conclusions of last year's report that tutors are reluctant to extend their concept of induction training to embrace classroom observation."

Other important questions about teacher-tutors remain unanswered, the report goes on. "These include their role in classroom observation, the extent to which they should be involved in initial and in-service training, and the method of their remuneration."

Girls step up their exam successes

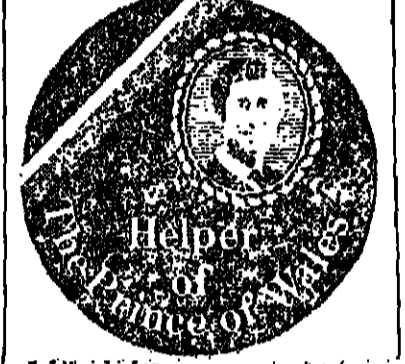
More pupils achieved examination success in 1974-75 than ever before; the latest DES figures show an increase of 31,000 passes over the previous year's 330,339.

Of the successful 341,297, 193,956 were boys and 147,341 girls. Four-fifths of all school-leavers gained at least one graded result in either GCSE or CSE.

Pay and redundancies row dogs new race equality body

The ill-fated planning unit of the Commission for Racial Equality ran into trouble again this week when the staff of the Race Relations Board went on strike.

level in the new commission. Of the 10 candidates from the CRC and RRB, only eight were successful. The two redundant members of staff are Mr Aaron Haynes, the CRC's development officer, and Mr Surendra Kuma, liaison officer.



Jubilee badge

Royal appeal to primaries

Primary school children are invited this week to help the Prince of Wales raise money for the Queen's Silver Jubilee Appeal. If they raise 50p by filling a card with special 5p stamps, each will receive a badge distinguishing them as a "Helper of the Prince of Wales".

Wastage soaks up Oxon jobs

The 464 teachers Oxfordshire county council wanted to get rid of by next September have nearly all gone already. Officers of early retirement and an increased wastage rate have accounted for 364 jobs and there are now only 100 posts at the centre of the council's dispute with the teachers' union.

Accountant's £5m howler

A borough council accountant has overpaid nearly £5m in teachers' superannuation payments to the Department of Education and Science. The money was paid back when the error was discovered but it looks as though his council will still have lost about £80,000 in interest payments.

DES report on education, No 89. Teacher induction: pilot schemes' progress. Free from Information Division, Room 1/27, Department of Education and Science, Elizabeth House, York Road, London, SE1.

Cane won't go away, says survey

Corporal punishment is reappearing in as many local education authorities as it is disappearing and not one authority has completely banned it, according to a survey by the Society of Teachers Opposed to Corporal Punishment.

STOPP also found that 47 out of the 104 LEAs in England and Wales discourage corporal punishment and that male teachers are forbidden to beat girls in 43. More than a third leave head teachers to decide their own policy and less than a quarter specifically require children to be beaten in private.

STOPP claims that it knows from its members that the abolition and restriction of corporal punishment usually leads to better discipline. It advises parents who object to it to make use of a letter drafted by STOPP stating that they do not delegate to the school or the teachers any legal right to inflict physical pain on their children.

3 new BASIC GEOGRAPHICAL NOTEBOOKS

- General Editor: K. Briggs
- Three new Basic Geographical Notebooks (previously announced as Geographical Notebooks of the Southern Continents) will publish on 30th May.
- As with other books in this well established series, these are designed to meet the needs of GCE 'O' Level and CSE students while providing a sound basis for more advanced work. Each book begins with a consideration of general principles and then moves on to a more detailed regional treatment. Concise texts are complemented by numerous maps and diagrams which have been specially drawn to highlight the most significant geographical features.

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Letter to the Editor Very snidey, very Aristides

Sir—Aristides seems determined to be snide about the ILEA's "enrichment courses". At A level candidates, I do not normally feel obliged to leap to the defence of the authority, which after all is currently trying to engineer the destruction of this school; but these courses happen to be young ideas, and while, like any pioneering exercise, they are coming up against unanticipated difficulties, there is a lot to be said on the pro side. I am, therefore, writing to you to express my support for them. For instance, the English literature course which took place here last month was heavily over-subscribed from the start, remarkable in itself in the middle of the holidays. Almost all the staff-formers selected (by the ILEA) for the course were not only well-qualified but also very enthusiastic. It was a pity that they were not up to it as at other times. I wonder if Aristides had ever run a conference where the audience was precisely and completely as expected.

Letter to the Editor Model audience for a demand set of lectures

Sir—The demand set of lectures, which I kept a working copy of, for three months, was a most sensitive and thoughtful set of views, and a most encouraging one. It was a pity that it was not possible to have a larger audience for it. The unit's headquarters prevented interviews going ahead for two days. The Community Relations Commission wants somebody independent of the CRC to be represented on the advisory board. There are 12 jobs at principal

John Coles

Why not cut back when so few get anything from school?

Britain is in desperate need of leadership, educated and groomed for the purpose, according to Mr Peregrine Worsthorne, deputy editor of the Sunday Telegraph...

It is extremely important that education be geared to the needs of society, he said. "But we need to be brutally realistic about what the needs of society are..."

He was not advocating the establishment of a self-perpetuating elite. "The real danger is always open to those who wish to take advantage of it..."

Mr Max Morris, head of Willesden High School, said the Great Debate sprang from the uncertainty of people on high. "The fact is that the Prime Minister does not really know very much about higher education..."

Through the device of freedom of critical choice, indoctrinate a confused and content by repetitive death of the shortcomings of our present system...

Ulster staff say they prefer selection—but not until 16

Northern Ireland teachers prefer an educational system which is selective, but in which selection is put off as long as possible, according to a survey of teacher attitudes...

Even good minders not good enough

by Frances Stadlen

Standards of childminding are not up to scratch even when child-minders are trained and registered, according to a report by the Thomas Coram Research Unit, this week.

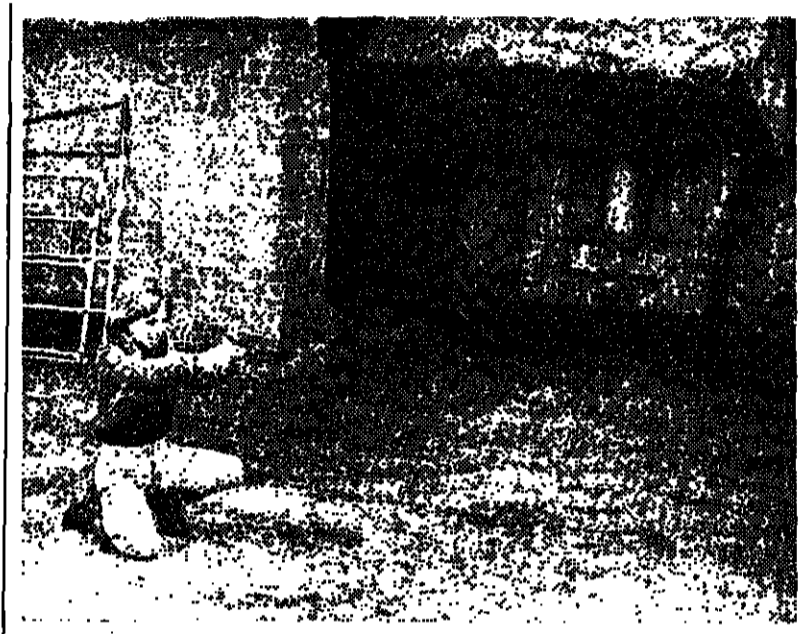
All the 39 London childminders visited by researchers were registered, and more than half of them had had some training...

Local authorities should be required to appoint people to act as tutors, while minders themselves, and as supervisors thereafter. A supervisor would arrange courses and meetings, place children and liaise between minders and parents.

Last-minute bid to save journal

A last-minute rescue operation for the weekly journal Education could be mounted in the next few weeks, local education authorities are being asked if they want the magazine to survive and, if so, what they are prepared to do about it.

Members of the AMA that it should be taken over but financial problems have ruled out an immediate purchase. The AMA looked at the prospect of a merger with the Education Press Ltd...



In the line of fire. This boy faces the kind of danger that the Health and Safety Commission is publicising in its campaign "You Can't Play Safe with Machines"

'Check up on the sex teachers'

Vetting of teachers and sex education materials by parents and school heads is called for in a handbook issued by the Order of Christian Unity this week. Copies are being sent to all secondary schools.

Leavers are right to expect 'some sort of job'

Mr Albert Booth, Secretary of State for Employment, promised MPs this week that careful consideration would be given to the HOLLAND report on young people.

Chipping away at capitalism

A call to academics, teachers and other public figures to reject socializing and soften criticism of capitalism was this week by Dr Edward A. Cambridge historian and author to the Black Papers a call.

Attack on dictatorial DES

The Department of Education and Science should stop telling local authorities what to do, said Mr Norman St John-Steves, Opposition education spokesman, last week.

In the meantime...

An interim system of transfer from primary to secondary level is likely to be introduced in Northern Ireland next year. A government working party recommended in a report last week that the new system should replace the 11-plus in 1978 and 1979.

L.e.a.s trim in-service training

The drop in full-time secondments for in-service training granted to teachers in Clywd from 60 in 1975-76 to 20 this year (TES, April 29) appears to be the most dramatic among all the 104 local education authorities in England and Wales.

L.e.a.s trim in-service training

One authority, Salford, is raising and Newcastle is at least maintaining its quota. But most of the authorities in a random check admit to having made cuts in this sector of educational spending.

Mr John Barnes, chief education officer, said this week that Salford was continuing to build up its annual full-time secondment to 12 per cent of the total establishment of 30 teachers released a year. It could reach 15 next year.

Some authorities see the BEd degree as meeting that criterion. A spokesman for Hampshire said this year's 12 full-time secondments for the BEd degree would be maintained next year. Before reorganization in 1974 the number had been up to 40 with another 50-60 teachers released on other courses.

BARCLAYS BANK EUROPEAN TOUR ESSAY COMPETITION THE RESULTS About two months ago "A" level students from all over the United Kingdom submitted essays competing for the 50 tour places and 250 cash prizes in the Barclays Bank European Tour Essay Competition.

Table listing winners of the Barclays Bank European Tour Essay Competition, including names like Penelope Ackland, Paul Hawkulak, and Vaclav PINKAVA, along with their schools and local education authorities.

COURSES

THE ADVISORY CENTRE FOR EDUCATION Announces SUMMER 1977 COURSES ORGANISING PRIMARY SCHOOLS IN THE EIGHTIES

This is a course aimed chiefly at Deputy Heads and Senior Staff in Infant and Junior schools who may be expecting increased responsibilities or promotion in the coming years.

PASTORAL CARE AND CURRICULUM IN SECONDARY SCHOOLS Course Director: John Butt, Devon County Advisor for Curriculum and in-Service Education

LANGUAGE AND READING - IMPLEMENTING BULLOCK Course Director: Asha Cashdan, Head of the Department of Communication Studies, Shellfish City Polytechnic

This will be an intensive workshop course, in which significant aspects of the Bullock Report's recommendations will be analysed and applied to classroom practice.

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The quark that got away...

After a decade spent hunting for the hypothetical particles of matter called quarks, the high energy physicists now find themselves a little dismayed at the prospect that Professor William Fairbank, of Stanford University, California, may have found one.

Quarks, it will be recalled, were first suggested in the early 1960s as a way of accounting for the already bewildering profusion of apparently fundamental particles of matter.

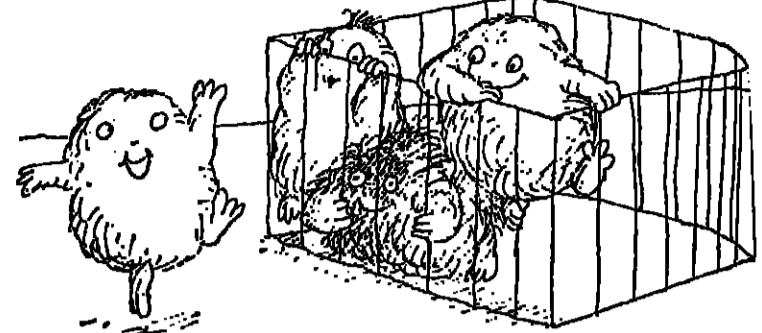
On this scheme, familiar particles of matter such as protons were made up of three quarks (at least one of them an anti-quark) bound tightly together.

The practical result was a rash of experiment designed to hunt the quark, the most remarkable of which was the unsuccessful attempt to harvest free quarks by running a special vacuum cleaner beneath the electrified security fence at the Argonne National Laboratory near Chicago.

In reality, the fun went out of games like this when it was suggested, almost exactly a decade ago (by Weinberg at Harvard and Salam at Imperial College, London) that nature would be even simpler if there were four quarks.

For a time, the discovery was a nuisance. Fairbank and his colleagues could do what they wished: the total charge to almost exactly one-third of the electronic charge. One of the spheres even kept its odd fractional charge after being brought to ordinary temperatures and then made superconducting again.

Science diary by John Maddox



One free quark

The theory of the charmed quark seemed brilliantly to have been confirmed, and people were persuaded that the search for free quarks should be abandoned—they would always turn up in pairs or triplets.

For at least eight years, he has been playing with a piece of experimental equipment intended to discover whether electric charges which are not equal to or simple multiples of the electronic charge can exist in nature.

It is this, so, it will be necessary to invent another quark, a fifth to join the now well-established family of four, and the hunt for as yet undiscovered particles of nuclear matter will begin all over again.

As it turns out, the outcome has been a surprise. Fairbank told a meeting in Washington last week that it proved possible to neutralize the electric charge on six out of eight niobium spheres, but that it had been called. (People were running out of names for what is essentially a newly discovered characteristic of matter, and had simply reached for the dictionary to find the word "charm".)

For a time, the discovery was a nuisance. Fairbank and his colleagues could do what they wished: the total charge to almost exactly one-third of the electronic charge.

Will teenagers work again?

Is high youth unemployment a temporary consequence of the recession? What should governments do about it? What long-term policies are needed to adjust the entry of young people into working life to take account of social and structural changes in employment?



This week—how Europe views youth unemployment

These were among the questions discussed at a conference at Fère-en-Tardenois in north-east France last week. It was organized by the Institute of Education of the European Cultural Foundation, based in Paris, in conjunction with the International Council for Educational Development, based in New York, and was part of a continuing study of youth questions by the Carnegie Council on Policy Studies in Education.

Last week's meeting continued the discussion in the European context, and the 20 people taking part included academics, administrators and observers versed in education, labour and social policy from France, the Netherlands, Italy, Western Germany, Belgium, Norway, Sweden, the United States, Britain and Poland.

The conference was built on a set of facts about the transition from school to work and the changes in recent years. These facts showed strong similarities, with minor variations from country to country.

In part this is a consequence of extended education: in part because of the fact that the main area of employment protection by law, in the form of unions and legislation and relatively secure—is delayed till 21 or 22.

Two conflicting patterns emerged from the discussions at the conference. Both envisaged strong economic intervention by the Government to sustain youth employment, incentives to employers to take on more young workers.

Where views tended to divide was over the nature of coordinated policies to provide alternative jobs (and non-jobs) for the 16-21s. One view

The idea was flushed out in detail with a discussion of the network of decentralised local committees which might run any such scheme. In countries still operating former compulsory military service, it took on added overtones. There were suggestions that many of the dirty jobs society now finds it difficult to get people to do, might be turned over to the age range.

Another suggestion put forward eloquently by Mr Willard Wirtz, a former United States Secretary for Labour, was that the young should have the chance to carry out a whole range of jobs in social and environmental services not now done, because the traditional social and economic system does not value them and reckon them into the calculations of gross national product.

The alternative suggested was to provide many of the job possibilities envisaged in a youth opportunity guarantee, but also to pursue employment policies across the whole age range—to offer the opportunity for older people also to move into the non-type social tasks envisaged for the youth, and to step up opportunities for educational leave. Recurrent education is implicit in any policy aimed at emphasizing the integration of young people rather than their separation.

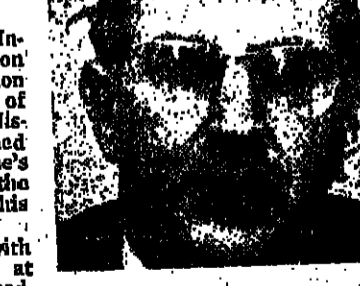
But, common to most of the ideas put forward was a large degree of government intervention, which is necessary part of any counter-cyclical employment policy and as a means of balancing other social economic organisation have eliminated the employers' need for juvenile labour.

Where views tended to divide was over the nature of coordinated policies to provide alternative jobs (and non-jobs) for the 16-21s. One view

Stuart Maclure

Unions asked to back industry project

The Confederation of British Industry hopes to get trade union approval for its multi-million pound plan to sell the merits of industry to schools.



John Nisbet

Mr Nisbet denies that the new seven year programme will be either or presenting an acceptable face of capitalism or of the high-flyer. He is interested in the nationalised industries as in privately-owned industries.

Mr Nisbet, working through a network of regional directors, has about 100 appointments in concentrate mainly on the mid-size sized companies—the ones who aren't particularly good or bad in their industrial relations. He will take up his new appointment in July.

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CERN, GENEVA, TAKES THE FIRST STEP ON THE HUNT FOR QUARKS

LETTERS

LETTERS

On the one hand...

I actually enjoy teaching

Sir—I wish to make a strange statement. I actually enjoy teaching in a comprehensive school. I have taught in a direct-grant grammar school and in two comprehensives (one a large, tough, inner-city school) and I still enjoy going to school each morning. I am still just as committed to teaching my pupils and training them to behave and to work in accordance with the standards which I lay down. I wish to remain a teacher in a comprehensive school. I wish to send my children to a comprehensive school.

On the other hand

Why must I carry a bad colleague?

Sir—Mrs Williams has been reported as saying that teachers who are "inadequate" would be encouraged to quit. This sentiment was echoed by Dame Kathleen Ollerenshaw, but more forcibly, when she spoke about the "ruthless transfer" to other work of teachers ill-equipped to teach mathematics. Just who is kidding whom?

I enjoy the challenge of teaching children of all abilities and backgrounds. I enjoy teaching extremely able pupils and meeting the challenge of providing them with work which will stretch them as much as possible. I enjoy teaching children of poor ability who have to work very hard to understand even elementary concepts.

The somewhat hysterical letter from Mr Jones (April 22) is sad because, beneath his polemic, there lies the essential truth that there is still much to be done before all comprehensive schools achieve such fundamental aims as the pursuit of excellence in all of its forms, or the development of the talents of each individual child (however limited they may be) to the full.



Spare millions in pensions

Sir—You report (April 15) that the NUT is to press for changes in teachers' pension rules. Mr Bernard Siffleet is reported as saying he would be willing to pay an extra 1 or 1 per cent of salary to bring about the changes and that the change of rules would probably mean that another 2 per cent of the membership of the NUT and all other teachers' organizations should be warned that this is exactly the kind of woolly, self-deceptive and uninformed thinking which brought about the imposition of an additional 1 per cent deduction in teachers' superannuation in 1972.

Excellence and the good old grammar days

Sir—In your excellent leader (April 22) you said that Mrs Williams is 'determined to wean Labour's education supporters from the anti-academic prejudice which until now has been thought to afflict the champions of secondary education for all to retain and restate, in fact, her party's commitment to what might be called the grammar school tradition as one of the ingredients in the new comprehensive school ideal.'

The very preposterousness of this article points logically in fact to the re-establishment of grammar schools; able children can only be educated properly if they are gathered round teachers, and not the other way round.

Parents who hinder not help

Sir—As a teacher in the East End of London I bitterly resent the attacks made on Mrs Williams's bid to encourage parents in fulfilling their roles by ensuring that their children arrive at school on time, and are not in a soporific, undernourished or ill-clad state.

Just reward for those who can

Sir—Recent letters in your columns reflect a growing irritation among teachers at the proliferation of administrative duties which attach extra burdens imposed on some teachers in the form of larger classes and increased pupil contact time.

Stamping on TV violence

Sir—John Rae ("I'll Fight to Save Kojak", April 22) seems to have missed the point. The point is not that he can see the essentially Christian life-style of Kojak, but whether most of the viewing audience can see that.

Come as you are, Mr Hamilton

Sir—Why shouldn't the Permanent Secretary at the DES find out what really happens in schools? His method (entering schools incognito in the guise of a junior adviser, Aristides, April 15) is, in my view, ill advised and in very poor taste.

Teach in France for a term

Advertisement for teaching in France for a term. Includes an illustration of the Eiffel Tower and text describing a chance to experience the challenge and interests of a different teaching environment.

Time to update Nuffield chemistry

Sir—Looking back at the educational changes which originated in the sixties it is becoming increasingly obvious what a tremendous debt we all owe to the Nuffield Foundation.

Impression denied

Sir—It is no doubt difficult to summarize an hour-long address in a few paragraphs, but your report (April 8) on my paper to the Association for the Study of the Curriculum may leave the impression that I attributed to my colleague, Michael E. D. Young, views on which I am sure he would not subscribe to.

French and German in equal part

Sir—I was pleased to read (April 1) of the continuing optimism of Mr Peter Hiv, former HM staff inspector for modern languages.

Testimonials: vital clue in hunt for staff

Sir—This school recently advertised two vacancies for Scale 1 teachers, one in English and in geography. The advertisements drew more than 70 applications.

Passing on prejudice

Sir—For reasons given in his article (Confidentiality and confidentiality, April 15), Michael Cook does not outline the content of the reports he discussed. Let me give a few examples of certain types of report, the ones passed from middle to comprehensive schools in the Bradford authority.

Fair deal for the deaf

Sir—The report of the National Deaf Children's Society (April 22) "Failure of schooling for the Deaf" is no surprise.

How Oxon made its cash cuts

Sir—I read with interest the articles by Patricia Rowland on colleges in writing to correct a misconception about the procedure in Oxfordshire County Council, of whom it is stated that "the finance committee decided, without consulting education, to cut teacher numbers."

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Sport 'Watch out' PE staffs warned

The battle to establish physical education as part of the whole educational development of a child is far from won. This was the message of the warning given by Sir Edward Britton, former NUT general secretary, at the recent conference of the Physical Education Association at Digby Stuart College, London.

Professionals, he said, should be on their guard. There were forces which were trying to downgrade the value of physical education and the arts in the Great Debate. Sir Edward reminded the 250 delegates of the important progress in physical education during the past 50 years. This, and the improved quality of physical education teaching, should form part of the public discussion on the curriculum. But unless physical education could show its worth and success in schools it might not receive the wide public support it enjoyed in the past decade.

Sir Jack Longland, former chief education officer in Derbyshire, emphasised the educational value of outdoor pursuits such as hill walking, climbing, sailing and camping.

Outdoor activities, he said, should be part of the total educational offering to children.

Other speakers emphasized the need for a clearer framework for physical education in schools (guidelines for the content of the curriculum) and the necessity of relating physical education to children's leisure opportunities, particularly in more challenging and individual forms of physical activity.

Development of positive attitudes to exercise, fitness and health and informed appreciation of a range of physical activities were among the other points raised. It was clear from the conference that physical education and sports experts are happy to debate their topic and develop it, but that there is still much to be done to convince others of the role of physical education in the complete education of children.



England players chair their captain, Jennifer Morrison, after winning the Green Shield championship.

Hockey festival's good start

by Stanley Levenson

A new and successful schools hockey venture, arranged by the University of Newcastle recently, could become a regular event. Held in conjunction with the Northern Counties under-19 tournament, the schools festival attracted 11 teams. It was a hockey and social success, said Mr Richard Tomlin, one of the organizers, who works in the registrar's office. Another stalwart was Mr Stan Calvert, senior lecturer in physical education and chairman of the Northern Sports Council.

The festival was put on at the university's sports centre at Close House, Wylam, where the young players were able to use the excellent hockey pitches. Northumberland won the girls' event with Durham second. Yorkshire were undefeated in taking the boys' trophy. Lancashire were second.

Mr Tomlin hopes that the venture will be repeated in future years. Close House already plays host to the major Hadrian Festival, held each September. England's boys' and girls' teams won both the Green Shield home countries tournaments, in each case by defeating all three rivals. At Northwich, Cheshire, the boys regained the trophy they won in 1973 and 1974—the first two years



Bridge (right) jumps a goal to clinch Northumberland's 21st victory over Merseyside in the Boys' Clubs Cup final at the Sheffield United ground last week.

It's easier to punish us in small groups'

Peter Lang criticises pastoral care systems which provoke hostility; or at best apathy, among the very students they are designed to help

will be a serious oversight if in our occupation with raising standards of literacy and numeracy we neglect to discuss and re-evaluate those aspects of education which are roughly covered by the term pastoral care—first, because this is an area with real problems of its own, and second, because the kind of academic aims set us will not be achieved just by taller classes, slicker teaching techniques and more specialists.

Today's young people are different in number of ways from those of earlier decades, perhaps most significantly in their overall attitudes to school. To a large number of secondary pupils classroom relationships are as important as teaching technique and expertise.

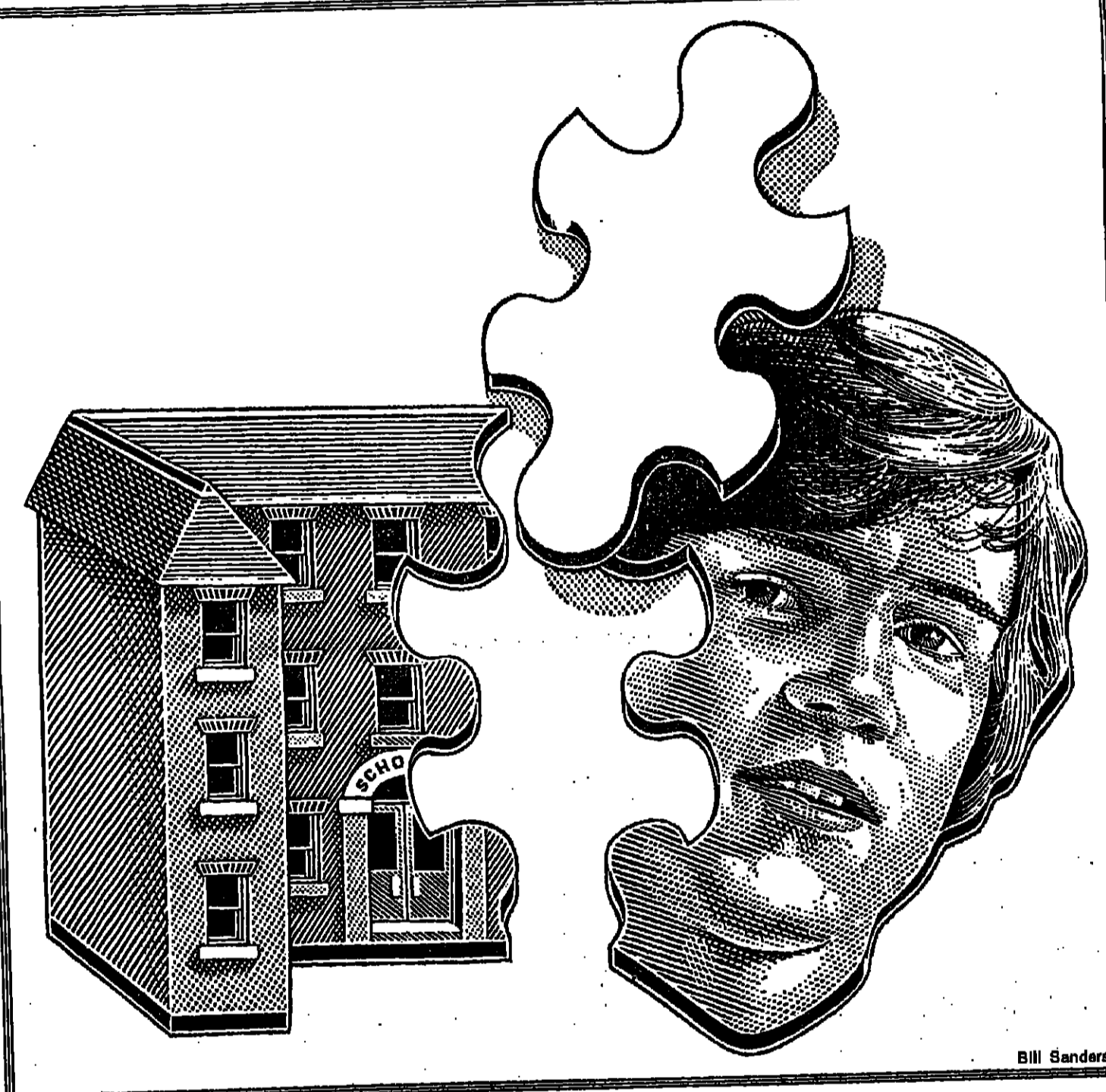
Efforts to develop effective relationships between pupil-teacher and pupil-pupil, as an aid to productive teaching and as a social end in itself, should be a central element of any curriculum attuned to the overall needs of society, rather than the needs put forward by some areas of industry (areas where identifiable problems are not just connected with lack of skill, but also with poor relationships within their structures).

A more positive and broader role for pastoral care is needed, as opposed to the current negative view which sees it as a means of dealing with a few pupils headed but were involved with problems. The unproductiveness of pastoral care has been emphasized to me by visits of Gresham's School, Northampton, where great efforts have been made to get into the planning and execution of the curriculum, but where relationships have been seen as irrelevant. The Welsh went down 3-1, and where performance has still of the goals coming in the last few minutes.

When looking at problems of pastoral care, there are three major inter-related issues identifiable in present practice, concerning the role of the pupils in their own education, the role of the teachers in their own education, and the role of the school in its own education.

My comments are based on experiences as a teacher and researcher in schools, and out of school, as a social worker with adolescents. From my own experience I have gained some knowledge of a fairly representative sample of pastoral care in schools as well as the attitudes towards this practice, and the attitudes of young people. The aims of pastoral care are often expressed in general terms. Typically, the school is assumed to have some sort of welfare function, where the function of pastoral care is seen as supporting the individual child in his or her adjustment to the school environment. Schools rarely see themselves as part of this environment. On the other hand, aspects of school life are often among the most serious problems of young people. A number of these are expressed in terms of the lack of respect shown to them. Children are often asked why they are "worried about their inability" to get on with some of their teachers. To the young people themselves at least, these problems are important, and as far as they are concerned the school provides no means of working through them. In some schools the emphasis is on therapeutic aims. But in this case problems are defined from an individual and psychological standpoint and solutions are seen in terms of self-adjustment, aimed at much counselling practice. Although this provides for some young people, it is alien to and inappropriate to the majority.

This diversity and lack of clarity of aims tend to account for the way in which a significant number of schools that are pressing preoccupations of teachers' administration, discipline, containment and control, take over the functioning of many pastoral systems. Consequently, the expressed welfare aims of the



Bill Sanderson

aims are too weak and vague to prevent the systems becoming little more than teachers functioning in extended disciplinary-administrative roles.

That this was the true nature of pastoral systems in their schools was clearly the view of many of the young people I talked to. Though most conceded that there were a minority of teachers who showed some real concern for them, their view was perhaps best summarized by the boy who, when asked why his school had a house system, replied: "This is a very big school, and it makes it easier to punish us in small groups." This leads to the second problem—the failure to involve young people in the development of systems which purport to be there for their benefit. In almost all cases in my experience, the development of pastoral care has been teacher generated and planned, while what counts as a problem is also decided by teachers. The views and feelings of the young people have rarely been sought, and where they have, it has been in the form of a token gesture by the schools rather than a genuine wish to involve them.

It is hardly surprising that the very aspect of school which should bring young people into the closest and most open relationship with teachers, is often viewed at worst with hostility and suspicion, and at best with apathy and that many young people

people regard teachers as the last people they would go to with a real problem. Most of them felt, not unjustifiably, that when they did confide in teachers this confidence was broken in staff-room gossiping.

Young people are often far more realistic about the needs for sensible rules and control than we allow, and in their non-involvement a valuable resource is being wasted. The final problem is the limited training most teachers receive for their pastoral roles, whether they are subject teachers, form tutors or house heads. I have found many young teachers at a complete loss as to how to use the pastoral that the timetable allocates them, and therefore dreading it, and seeking desperately for anything that will occupy the time.

As I have emphasized, pastoral care must go beyond discipline and administration, and involve the development of effective relationships within the school community, and in order for this to happen the professional skills required must be recognized. Greater preparation is essential in the basic and in-service training of teachers.

If the development of relationships is to be given the importance it warrants, an essential element of this training should be work with groups of young people in relatively informal settings, where the ability to communicate and

involve stems more from the teachers' sensitivity and character than their skill as a curriculum communicator. The students should be involved in a group themselves, where a real sharing of experience is possible. The understanding of self which develops from this is a necessity of effective pastoral work.

It will be a serious error if the problems of development of pastoral care are ignored, or if the often top heavy systems overloaded with highly paid senior staff are accepted as representing the only possible practice, and are rejected because of their inadequacies.

Young people have made it clear to me that their relationships with each other are an immensely important part of their lives. Rather than ignore or suppress this, schools should build on it as a strength. They clearly feel more committed and responsive to the teachers who come across as human beings rather than just subject specialists.

Teachers who sometimes talk about themselves and show an interest in their pupils as individuals were rated highly, as were those who taught interestingly, and those who had the ability to be firm when necessary. These views underline the indivisibility of the academic and pastoral spheres.

Peter Lang is lecturer in education, Coventry College of Education.

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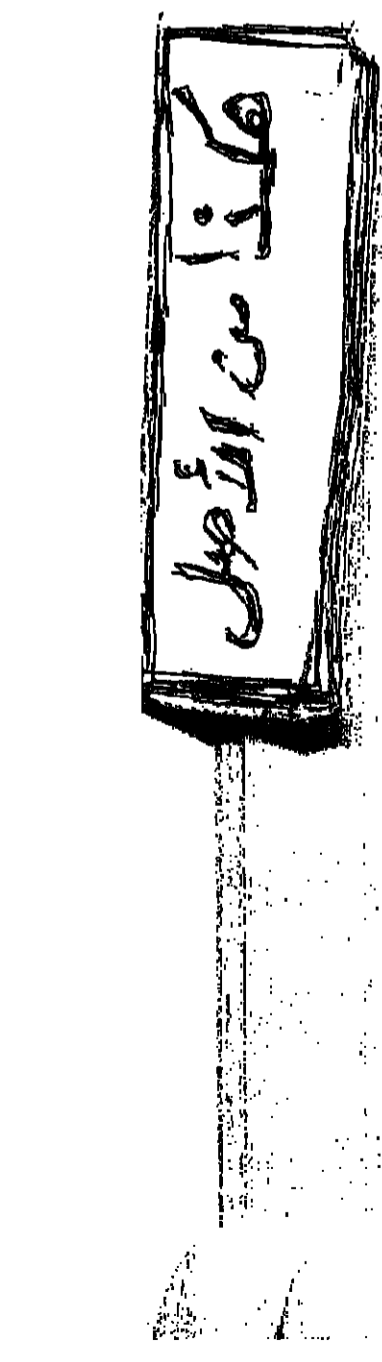
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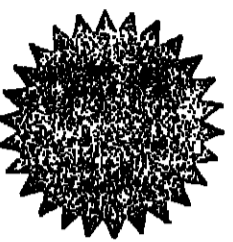
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Disney Sound Filmstrips Arrive in the UK

For the average U.K. resident the work of Walt Disney in the field of education probably conjures up full length movie features such as "White Wilderness" or "The Living Desert". However, our American Cousins have long enjoyed and acclaimed a wide range of excellent teaching aids in tape/filmstrip form and a selection of these will soon be distributed in the U.K. by the Slide Centre.

Adapted from motion pictures or commissioned especially, the Disney titles are invaluable pedagogic aids which make learning eminently enjoyable at all levels of education. Adaptations from films include "The Restless Sea", a comprehensive review of the science of Oceanography, and titles on the lives of Beethoven, Tchaikovsky and Stravinsky which should prove of great worth in any music course. In addition the well-loved and trusted Disney characters make their contribution to the world of education—one can take a trip through Mathmagicland with Donald Duck on an adventure which teaches

much of the history and use of mathematics, Jimmy Cricket becomes a mentor in matters of Safety First; Alice teaches the rudiments of good communication and other popular characters the principles of good health. Also available will be the well-known literary and fantasy

classics such as "20,000 Leagues Under the Sea", "Peter Pan", "The Jungle Book", "Lady and the Tramp" and "Kidnapped".

A full-colour Disney catalogue is to be published soon and will be available from The Slide Centre, 113 Chatham Road, London, SW11 6SR.



From Donald in Mathmagic Land—one of the new Disney Sound Filmstrips.

Ladybird Film Strips

Most teachers must be familiar with the range of excellent Ladybird books. Perhaps not quite so well known is the complementary range of full colour filmstrips and slide sets produced from the same original artwork as the books.

Each filmstrip is 24 frames in length, in single frame vertical format and is sold together with the slide sets are available, again single frame format, but in standard 2 1/2 square cardboard mounts. This makes them suitable for use in virtually any standard slide projector.

For budget-conscious teachers these items are a real asset. At only £1.55 for a filmstrip and book or £2.55 for the slide version (VAT is 8% extra in the UK) these must be some of the lowest priced visual aids available today.

A selection of the titles available is given below—full details are contained in the Slide Centre Educational Catalogue available free on request.

- | | | |
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| B127 How it works series | B340 Egypt | B266 General Interest |
| B128 The Motor Car | B352 Henry VIII | B332 Great Crowdy |
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| B357 Learning to Ride | B 72 The Farmer | B 82 Dick Whittington |
| B358 Musical | B 73 The Milliner | B 84 The Little Red Hen |
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| B111 Achievements | B224 The Pottery Makers | B219 Beauty and the Beast |
| B132 Great Inventions | B225 The Librarian | B220 Sly Fox and Red Hen |
| B133 Railways | B226 The Librarian | B221 Rapunzel |
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| B333 Medicine | B242 The Librarian | B211 Lost at the Fair |
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| B183 King John | B270 The Librarian | B304 History of our Bible |
| B184 Pilgrim Fathers | B271 The Librarian | B307 Inside a Church |
| B185 Elizabeth I | B272 The Librarian | B317 Outside a Church |

How to order—please quote reference number and title, and state whether you require filmstrip and book or slide set and book at £1.55 (plus V.A.T. at 8% in the UK) or £2.55 (plus V.A.T. at 8% in the UK).

Atomic Energy for Schools

Exciting additions are to be made shortly to the vast range of educational materials available from The Slide Centre: 17 new tape/slide programmes from AERE (Harwell) authoritatively cover the fields of Digital Computing and Nuclear Physics.

- The two series, creatively compiled and extremely informative, were produced originally for in-service training at Harwell but should be of great value to a wider audience studying these subjects at GCSE level and beyond. The scripts from memories have been thoughtfully devised to enhance the visual information and the treatment of both subjects imaginatively takes the student step by step through the complexities involved and happily avoids the dry treatment so often associated with these topics areas.
- The series on Digital Computer Fundamentals is in 5 parts, and that on Nuclear Physics in 12. Each set consists of 36 slides, cassette tape and revision notes to ensure effective understanding and learning. The 2 series must surely rate as being amongst the most authoritative learning aids in these subject areas if, indeed, they are not the most authoritative.
1. The Structure of a Computer
 2. Bits Bytes and Words
 3. Programs
 4. Number Systems
 5. Complement Arithmetic
 6. Nuclear Physics
 7. The Atom
 8. Atomic Mass
 9. Radioactivity
 10. Radioactive Decay
 11. Nuclear Energy
 12. Nuclear Reactions
 13. Chain of the Nucleus
 14. Gas-filled Detectors
 15. Solid State Detectors
 16. Radiological Protection
 17. Radiation and Communication
 18. Nuclear Fission



Both photographs and artwork are employed in the new Atomic Energy Slide Sets.

Special Silver Jubilee Slide Sets

A special Silver Jubilee pack of 18 slides with printed commentary, which presents a visual biography of Her Majesty The Queen from her Coronation to the present day is being distributed by The Slide Centre for Woodmansterne Ltd.

Amongst the scenes covered are Her Majesty's Coronation, the Royal Tours, the Queen leaving Westminster Abbey after disrobing the Royal Maundy, the Silver Wedding, and other pictures illustrating Royal Pageantry.

The price is only £3.00 exclusive of VAT and postage.

The Slide Centre's 96 page colour catalogue lists the largest and most comprehensive range of SLIDES, FILMSTRIPS and SOUND FILMSTRIPS now available in the UK. For your free copy, please fill and return the coupon below or telephone 01-223 3457/8/9.

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SECONDARY Modern Languages continued from page 46

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SECONDARY Science continued

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SCALE 2 POSTS AND ABOVE 1. SOCIAL/RELIGIOUS EDUCATION—Scale 2...

GIRLS PHYSICAL EDUCATION Sandbach County Secondary School...

HOME ECONOMICS Wilmshaw Girls' Secondary School...

DEVON Education Committee. School of Education, Exeter...

DEVON Education Committee. School of Education, Exeter...

DEVON Education Committee. School of Education, Exeter...

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DEVON Education Committee. School of Education, Exeter...

DEVON Education Committee. School of Education, Exeter...

EAST SUSSEX COUNTY COUNCIL (BRIGHTON AREA) PATCHAM FAWCETT HIGH SCHOOL FOR BOYS...

Required SEPTEMBER, 1977: 1. GEOGRAPHY teacher, able to offer one or more of the following subjects...

2. GENERAL SCIENCE teacher, mainly Physics, able to offer one or more of the following subjects...

3. Teacher for ENGLISH and HISTORY. Relocation Grants Scheme available in approved cases.

Application forms and further details available from the school, for return by 16th May.

COUNTY SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately...

1. Teacher of HOME ECONOMICS, due to enlargement of school. Scale 2 for suitably experienced and qualified applicant.

2. Teacher of MATHEMATICS, Scale 2 according to qualifications and experience. Applications from newly qualified candidates welcome...

3. Teacher of HISTORY, Scale 2 available according to qualifications and experience. To teach throughout the school, including O and A level and C.S.E. Willingness to teach Social Studies in Middle School an advantage.

4. Teacher experienced in dealing with slow and retarded learners in required for the REMEDIAL DEPARTMENT—Scale 2 for a suitably qualified applicant.

5. Teacher of ENGLISH to be second in department and Senior First Form teacher. For a suitably qualified and experienced person this could be a Scale 3 post.

6. Teacher of COMMERCE, Scale 2 available according to qualifications and experience. To teach throughout the school, including O and A level and C.S.E. Willingness to teach Social Studies in Middle School an advantage.

7. Teacher of MATHEMATICS, Scale 2 according to qualifications and experience. Applications from newly qualified candidates welcome...

8. Teacher of HISTORY, Scale 2 available according to qualifications and experience. To teach throughout the school, including O and A level and C.S.E. Willingness to teach Social Studies in Middle School an advantage.

9. Teacher of COMMERCE, Scale 2 available according to qualifications and experience. To teach throughout the school, including O and A level and C.S.E. Willingness to teach Social Studies in Middle School an advantage.

10. Teacher of ENGLISH, Scale 2 available according to qualifications and experience. To teach throughout the school, including O and A level and C.S.E. Willingness to teach Social Studies in Middle School an advantage.

11. Teacher of MATHEMATICS, Scale 2 according to qualifications and experience. Applications from newly qualified candidates welcome...

12. Teacher of HISTORY, Scale 2 available according to qualifications and experience. To teach throughout the school, including O and A level and C.S.E. Willingness to teach Social Studies in Middle School an advantage.

BEXLEY LONDON BOROUGH ST. MARY'S R.C. GRAMMAR SCHOOL, Sidcup (430 boys on roll)

Suitably qualified teachers required (preferably Catholic) for September, 1977: MATHEMATICS ENGLISH

Second-in-Charge of Department BIOLOGY Second-in-Charge of Department

The School is Voluntary Aided and pleasantly situated minutes from Claring Cross.

Application forms obtainable from Chief Education Officer for Schools (T7), Town Hall, Crayford, Kent.

City of Salford EDUCATION DEPARTMENT

Applications are invited for the following posts, vacant from 1st September, 1977. The schools are all newly reorganised from that date as 11-16, mixed comprehensive institutions.

1. YSGOL GYNNAD CVAHFOR (Group 2) Gwalddwr cefnallan oddi wrth allawon parhollod swydd.

2. NARBERTH C.P. SCHOOL (Group 4) Applications are invited from suitably qualified teachers for the post of HEADTEACHER of the above school.

3. YSGOL GPYUN DDWYKETHIOG Y STRADE Yn eiddau newydd, 1000 ysgolwyr, 1000 ysgolwr, 1000 ysgolwr.

4. WHITLAND GRAMMAR SCHOOL (540 Pupils) Graduate to assist with the teaching of PHYSICS CHEMISTRY with some mathematics to Sixth Form.

5. EMILYN SECONDARY SCHOOL, NEWCASTLE EL (465 Pupils) (a) Qualified teacher to assist with MATHEMATICS SCIENCE, Scale 1 post.

6. YSGOL GYNNAD LLANDYBIE (Group 4) (All Hysbysu) Gwalddwr cefnallan oddi wrth allawon parhollod swydd ddifrifus.

7. ANMAN VALLEY COMPREHENSIVE SCHOOL, ANMANFORD (1,510 Pupils) HEAD OF ENGLISH DEPARTMENT, Scale 4 post.

8. ST. PAUL'S R.C. GIRLS' SCHOOL, VERNON ROAD B16 8BL Teacher to share the teaching of BIOLOGY to O and A level CHEMISTRY to O level—Combined Science in first two years.

9. BL PHILIP'S SIXTH FORM COLLEGE, HAGLEY ROAD Edgware, B15 6UF (R.C. Voluntary Aided, Mixed) Applications are invited for a temporary post to teach MATHEMATICS and COMPUTER STUDIES, possibly to Advanced level.

10. ABERYSTWYTH COLLEGE OF FURTHER EDUCATION A vacancy exists for a LECTURER, Grade 1, in the Department of Mathematics and Computing Studies. The successful applicant will be given to applicants who can teach these subjects through the medium of Welsh as English.

11. Applications in writing should be addressed to: The Headmaster, St. Mary's R.C. Grammar School, Sidcup, Kent, SE26 5JL.

12. Applications in writing should be addressed to: The Headmaster, St. Mary's R.C. Grammar School, Sidcup, Kent, SE26 5JL.

BIRMINGHAM CITY COUNCIL VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

SECONDARY Social Studies continued

HARINGEY
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Haringey Education Office, Haringey, London, N17 7JL

NORTHAMPTONSHIRE
KINGSBURY HIGH SCHOOL
Headmaster: Mr. G. G. G. G.
Apply to the Head Teacher for details from the Head Teacher, Kingsbury High School, Northampton, NN1 2JL

HERTFORDSHIRE
THAMES VALLEY
Headmaster: Mr. G. G. G. G.
Apply to the Head Teacher for details from the Head Teacher, Thames Valley, Hertfordshire, SG1 2JL

KENT
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Kent Education Office, Kent, TN1 2JL

WALTHAM FOREST
Headmaster: Mr. G. G. G. G.
Apply to the Head Teacher for details from the Head Teacher, Waltham Forest, London, W1 2JL

ESSEX
COLNE HIGH SCHOOL
Headmaster: Mr. G. G. G. G.
Apply to the Head Teacher for details from the Head Teacher, Colne High School, Essex, SS1 2JL

Scale 1 Posts

INDFORDSHIRE
LEICESTERSHIRE
Apply to the Head Teacher for details from the Head Teacher, Leicester, LE1 2JL

POWYS
FOUNTAINTAIN SCHOOL
Apply to the Head Teacher for details from the Head Teacher, Fountains, Powys, NP1 2JL

NEWCASTLE upon Tyne
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Newcastle upon Tyne, NE1 2JL

EAST SUSSEX
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, East Sussex, TN1 2JL

ESSEX
COLNE HIGH SCHOOL
Headmaster: Mr. G. G. G. G.
Apply to the Head Teacher for details from the Head Teacher, Colne High School, Essex, SS1 2JL

TECHNICAL STUDIES
HEADS OF DEPARTMENT
Apply to the Head Teacher for details from the Head Teacher, Technical Studies, TN1 2JL

HOUSTON
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Houston, TX1 2JL

KENT
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Kent, TN1 2JL

LEICESTERSHIRE
MILTON MOULRY UPPER
Apply to the Head Teacher for details from the Head Teacher, Milton Moulry Upper, Leicestershire, LE1 2JL

LEICESTERSHIRE
HAULING COLLEGE
Apply to the Head Teacher for details from the Head Teacher, Hauling College, Leicestershire, LE1 2JL

LEICESTERSHIRE
THE NEWPORT COLLEGE
Apply to the Head Teacher for details from the Head Teacher, Newport College, Leicestershire, LE1 2JL

DURHAM
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Durham, Co. Down, BT1 2JL

SOMERSET
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Somerset, BA1 2JL

LEICESTERSHIRE
MILTON MOULRY UPPER
Apply to the Head Teacher for details from the Head Teacher, Milton Moulry Upper, Leicestershire, LE1 2JL

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MILTON MOULRY UPPER
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LEICESTERSHIRE
HAULING COLLEGE
Apply to the Head Teacher for details from the Head Teacher, Hauling College, Leicestershire, LE1 2JL

LEICESTERSHIRE
THE NEWPORT COLLEGE
Apply to the Head Teacher for details from the Head Teacher, Newport College, Leicestershire, LE1 2JL

DURHAM
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Durham, Co. Down, BT1 2JL

SOMERSET
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Somerset, BA1 2JL

LEICESTERSHIRE
MILTON MOULRY UPPER
Apply to the Head Teacher for details from the Head Teacher, Milton Moulry Upper, Leicestershire, LE1 2JL

FURTHER
YEovil COLLEGE
Apply to the Head Teacher for details from the Head Teacher, Yeovil College, Yeovil, BA1 2JL

SECONDARY
Holywood Comprehensive
Apply to the Head Teacher for details from the Head Teacher, Holywood Comprehensive, LE1 2JL

MIDDLE SCHOOLS
Oakfield Middle
Apply to the Head Teacher for details from the Head Teacher, Oakfield Middle, LE1 2JL

PRIMARY DEPUTY HEADSHIP
West Pennard C.E.V.C.
Apply to the Head Teacher for details from the Head Teacher, West Pennard C.E.V.C., LE1 2JL

LEICESTERSHIRE
MILTON MOULRY UPPER
Apply to the Head Teacher for details from the Head Teacher, Milton Moulry Upper, Leicestershire, LE1 2JL

MERTON
EDUCATION OFFICER
Apply to the Head Teacher for details from the Head Teacher, Merton, London, SE1 2JL

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE
Apply to the Head Teacher for details from the Head Teacher, Buckinghamshire, HP1 2JL

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KENT County Council Education Department

SWALE DIVISION

THE SHEPPEY SCHOOL
Headmaster: R. O. BARSON, B.A.

Purpose-built upper comprehensive mixed school (13-19 years). Number on roll 1,600 plus. Required for Autumn Term, 1977, qualified teachers for the following subjects:

- 1. English
 - 2. English and Geography
 - 3. SMP Mathematics and General Science
 - 4. Boys' P.E. with another subject
 - 5. Health Education and Biology
 - 6. French
 - 7. English and Art
 - 8. Teacher for slow learning children in the 11-13 age range in a strong, supportive department. Junior-Secondary Training suitable
- WOODWORK (Scale 1)** to teach up to 'O' level, together with possibility of Sixth Form work up to 'A' level. An ability to teach Technical Drawing would be an advantage.
- FACULTY OF MATHEMATICS**
Scale 2 post available as ASSISTANT YEAR TEAM LEADER.
- FACULTY OF LANGUAGE AND COMMUNICATION**
EUROPEAN STUDIES (Scale 2) to be responsible for the subject.
- ENGLISH (Scale 1).** Possibility of examination work.
- FACULTY OF HUMANITIES**
GEOGRAPHY (Scale 1). Ability to teach Economics an advantage.
- BUSINESS STUDIES (Scale 1).** Typing to R.S.A. Standard. Office Practice. Shorthand—New Era. Ability to help with Commerce/Bookkeeping if possible.
- Letters of application, together with a curriculum vitae and names and addresses of two referees direct to the Headmaster, The Sheppey School, Minister Road, MINSTER, SHEPPEY, Kent, as soon as possible, please.

KENT County Council Education Department

SWALE DIVISION

WESTLANDS HIGH SCHOOL, SITTINGBOURNE
1,700 MIXED

Required for September, 1977, due to further expansion of this 11-17 year co-educational school which is fully catered for first two years. Applications from College leavers welcome.

1. For MATHEMATICS. Scale 1. Knowledge of SMP essential. Ability to offer some language, science or advantage, or R.K. an advantage.
2. For ENGLISH. Scale 1. Ability to offer some Junior History or R.K. an advantage.
3. For COMMERCIAL SUBJECTS including typing, office practice and accounts. Scale 1 post.
4. For PHYSICS to C.S.E. and/or G.C.E. 'O' level. Excellent facilities which include suite of seven well-equipped laboratories. Scale 1 post.
5. For BIOLOGY and integrated Science or Chemistry. Excellent facilities which include suite of seven well-equipped laboratories. Scale 1 post.
6. For TECHNICAL STUDIES, able to offer Technical Drawing and Instruction up to C.S.E. level. Ability to offer junior science an advantage. Scale 1 post.
7. Teacher to assist in REMEDIAL DEPARTMENT, well established department with staff of five covering the needs of the less able. Excellent facilities. Ability to offer some Junior History and R.K. in addition to remedial Mathematics and English an advantage.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER
Capable of taking charge of Gorman within the Modern Languages Department (Scale 2). Examination courses for C.S.E. 'O' Level and Subsidiary Fourth an advantage. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF PHYSICS (Scale 2)
Qualifies and able to teach mixed ability classes up to C.S.E. and 'O' Level. Experience of Chemistry or combined sciences would be welcome. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF FRENCH
Ability to teach Spanish an advantage. Scale 2 available. Apply to suitable applicant but provision may apply.

Application forms and further details obtainable from and returnable to the Head teacher (S.A.E. please).

Wentworth High School, Roebuck Street, Wombwell, Barnsley (11-18 Comprehensive—1,400 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF MATHEMATICS
(Graduate preferred.) To join a Department of seven (Scale 1) teachers to join a Department of four (Scale 1).

Application forms obtainable from and returnable to the Head teacher (S.A.E. please).

Barton High School, Churchfield Lane, Keighworth, Barnsley (11-18 Comprehensive—1,340 pupils)
Head Teacher: H. Gough
Required for September —

TEACHER OF NEEDLECRAFT WITH HOUSECRAFT
To join an enthusiastic Creative Studies team and to teach throughout the school to C.S.E. and 'O' level (Scale 1). Some help with Lower School History is also envisaged. Further details obtainable from the School.

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Hill Bank School, Huddersfield Road, Barnsley (600 girls)
Head Teacher: Miss E. Dawson, M.A.
Required for September —

TEACHER OF FRENCH (Scale 1)
To share the teaching throughout the School to 'O' and 'A' Level at all ability levels.

Application forms obtainable from and returnable to the Head Teacher (S.A.E. please).

Wentworth High School, Roebuck Street, Wombwell, Barnsley (11-18 Comprehensive) (1,250 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF CHEMISTRY (Scale 1)
TEACHER OF MATHEMATICS (Scale 1)
TEACHER OF ENGLISH (Scale 1)
(Temporary year 1 year)

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Hewland School, Hewland Road, Atherton, Barnsley (11-18 Comprehensive—EPA-725 on roll)
Head Teacher: J. Blanton, B.Sc.
Required for September —

TEACHER OF ENGLISH (Scale 1)
Courses in English Language and Literature are already established to both 'O' and C.S.E. level and a strong desire exists to develop the subject to all ages and ability within the school.

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Primary School, Lillowill Lane, Lundwood, Barnsley (11-18 Comprehensive) (650 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF ART (Scale 1)
To join the Creative Arts Department.

The department operates on a mixed ability co-educational grouping system and maintains provision for C.S.E. and 'O' level. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

KENT County Council Education Department

SWALE DIVISION

WESTLANDS HIGH SCHOOL, SITTINGBOURNE
1,700 MIXED

Required for September, 1977, due to further expansion of this 11-17 year co-educational school which is fully catered for first two years. Applications from College leavers welcome.

1. For MATHEMATICS. Scale 1. Knowledge of SMP essential. Ability to offer some language, science or advantage, or R.K. an advantage.
2. For ENGLISH. Scale 1. Ability to offer some Junior History or R.K. an advantage.
3. For COMMERCIAL SUBJECTS including typing, office practice and accounts. Scale 1 post.
4. For PHYSICS to C.S.E. and/or G.C.E. 'O' level. Excellent facilities which include suite of seven well-equipped laboratories. Scale 1 post.
5. For BIOLOGY and integrated Science or Chemistry. Excellent facilities which include suite of seven well-equipped laboratories. Scale 1 post.
6. For TECHNICAL STUDIES, able to offer Technical Drawing and Instruction up to C.S.E. level. Ability to offer junior science an advantage. Scale 1 post.
7. Teacher to assist in REMEDIAL DEPARTMENT, well established department with staff of five covering the needs of the less able. Excellent facilities. Ability to offer some Junior History and R.K. in addition to remedial Mathematics and English an advantage.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER
Capable of taking charge of Gorman within the Modern Languages Department (Scale 2). Examination courses for C.S.E. 'O' Level and Subsidiary Fourth an advantage. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF PHYSICS (Scale 2)
Qualifies and able to teach mixed ability classes up to C.S.E. and 'O' Level. Experience of Chemistry or combined sciences would be welcome. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF FRENCH
Ability to teach Spanish an advantage. Scale 2 available. Apply to suitable applicant but provision may apply.

Application forms and further details obtainable from and returnable to the Head teacher (S.A.E. please).

Wentworth High School, Roebuck Street, Wombwell, Barnsley (11-18 Comprehensive—1,400 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF MATHEMATICS
(Graduate preferred.) To join a Department of seven (Scale 1) teachers to join a Department of four (Scale 1).

Application forms obtainable from and returnable to the Head teacher (S.A.E. please).

Barton High School, Churchfield Lane, Keighworth, Barnsley (11-18 Comprehensive—1,340 pupils)
Head Teacher: H. Gough
Required for September —

TEACHER OF NEEDLECRAFT WITH HOUSECRAFT
To join an enthusiastic Creative Studies team and to teach throughout the school to C.S.E. and 'O' level (Scale 1). Some help with Lower School History is also envisaged. Further details obtainable from the School.

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Hill Bank School, Huddersfield Road, Barnsley (600 girls)
Head Teacher: Miss E. Dawson, M.A.
Required for September —

TEACHER OF FRENCH (Scale 1)
To share the teaching throughout the School to 'O' and 'A' Level at all ability levels.

Application forms obtainable from and returnable to the Head Teacher (S.A.E. please).

Wentworth High School, Roebuck Street, Wombwell, Barnsley (11-18 Comprehensive) (1,250 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF CHEMISTRY (Scale 1)
TEACHER OF MATHEMATICS (Scale 1)
TEACHER OF ENGLISH (Scale 1)
(Temporary year 1 year)

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Hewland School, Hewland Road, Atherton, Barnsley (11-18 Comprehensive—EPA-725 on roll)
Head Teacher: J. Blanton, B.Sc.
Required for September —

TEACHER OF ENGLISH (Scale 1)
Courses in English Language and Literature are already established to both 'O' and C.S.E. level and a strong desire exists to develop the subject to all ages and ability within the school.

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Primary School, Lillowill Lane, Lundwood, Barnsley (11-18 Comprehensive) (650 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF ART (Scale 1)
To join the Creative Arts Department.

The department operates on a mixed ability co-educational grouping system and maintains provision for C.S.E. and 'O' level. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Unless otherwise stated the following posts are for September, 1977, and application forms are obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley. (S.A.E. please).

Man or woman required for the following posts:

Carlton Infants School, Platford Lane, Carlton, Barnsley
Head teacher: Mrs D. Stevens

DEPUTY HEAD TEACHER—Group 4
QUALIFIED TEACHER OF THE DEAF (Scale 2)
to work in a rapidly expanding peripatetic service. Primary or postgraduate would be an advantage. Car allowance payable. Further details obtainable from:

Creswell School, St. Helens Boulevard, Carlton Road, Barnsley
Head teacher: Mrs D. Stevens

DEPUTY HEAD TEACHER—Group 4(S)
of this SEN(S) School with 82 pupils.
Closing date: 20th May, 1977.
Required for September —

MEMBER OF PERMANENT SUPPLY STAFF (Scale 3)
To teach Modern Languages in the Authority's Secondary Schools.
Wentworth High School, Churchfield Lane, Keighworth, Barnsley (11-18 mixed Comprehensive—1,400 pupils)
Head teacher: P. Lane, M.Sc.
Required for September —

GRADUATE MATHEMATICIAN
For the post of Second in a Department of seven Teachers (Scale 3 may be available for suitably qualified applicant).
Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Wentworth High School, Churchfield Lane, Keighworth, Barnsley (11-18 Comprehensive—1,340 pupils)
Head teacher: H. Gough
Required for September —

ECONOMICS/GEOGRAPHY TEACHER (Scale 3)
Required to work across Departments and to be able to teach Mathematics and Geography to 'A' Level.

TEACHER
To work with a strong team in the Home Economics Department. Ability to teach to 'A' Level successfully, and to be able to encourage a wide range of activities in the Department. Apply by letter to suitable applicant but provision may apply.

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Kirk Bait School, Hoyland, Barnsley (11-18 Comprehensive)
Head teacher: P. Lane, M.Sc.
Required for September —

TEACHER
Capable of taking charge of Gorman within the Modern Languages Department (Scale 2). Examination courses for C.S.E. 'O' Level and Subsidiary Fourth an advantage. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Head Teacher: P. Lane, M.Sc.
Required for September —

SOMERSET

Applications are invited from suitably qualified and experienced teachers for the following posts:

Unless otherwise stated: Details are to be in compliance September 1977. Application forms and details are available from the heads at the schools. Please enclose S.A.E. Please quote reference 6/5 on correspondence.

FURTHER
YEovil COLLEGE, School of Automobile Engineering, Lecturer, see displayed advertisement under 'Further'.

SECONDARY
Holywood Comprehensive, Chard (11-18 mixed, 1,150)
Teacher for GIRLS' PHYSICAL EDUCATION scale 1. Excellent facilities, interest in hockey and either athletics or trampolining an advantage.

Primary Secondary, Taunton
(11-18 mixed, 655) Plans for comprehensive re-organisation in 1978. Teacher for DRAMA, Scale 1.

Kings of Wessex Upper Comprehensive, Cheddar
(10-18 mixed, 720, 120 in Sixth Form)
TEACHER OF HISTORY Scale 1 or 2 to teach to O.S.E., 'O' and the scale post is presently linked to the monitoring of remedial History Department could also be envisaged.
Send full letter of application, with the names of two referees, direct to the Head at the School. S.A.E. for details of school and post.

Buckler's Head Comprehensive, Yeovil
(11-10, 1,230)
TEACHER OF HISTORY to work in a History Centre as part of the Remedial Department. The teaching will also place in small groups diagnostic training would be valuable.

Apply by letter to the Head at the school, giving details of experience and names of two referees.

The Castle Secondary, Taunton
(11-18 mixed, 720). To be re-organised as an 11-18 comprehensive in 1978.
Well qualified and experienced HEAD OF MODERN LANGUAGES, to introduce and develop foreign language in the developing comprehensive. A willingness and ability to contribute to the extra-curricular life of the school will be an added recommendation.

Kingsmead Comprehensive, Wiveliscombe
(11-18 mixed, 820)
Teacher of PHYSICS, scale 1. To act as second in a small but expanding department. An ability to help with girls' games essential.

The King Alfred Comprehensive, Burnham-on-Sea
(11-18 mixed, 1,418)
Required as the school further develops its activities.
TEACHER OF PHYSICS, scale 2 or 3. To initiate development of a new subject. The teaching will also place in small groups diagnostic training would be valuable.

Apply by letter to the Head at the school, giving details of experience and names of two referees.

Sexey's V.C. Grammar, Bruton
(11-15, 370)
For September 1977 a Teacher to take responsibility for the first intake of girls into this school and to teach an academic subject. Scale 2 post. This may be a growing responsibility as the number of girls increases year by year. The school has an interesting projected following re-organisation which is planned to start in 1978.

Crispin Comprehensive, Street
(11-16 mixed, 1,125)
HEAD OF ART DEPARTMENT, scale 3.
Applications by letter to the Head at the school giving full career details and names of two referees.

Sydenham Comprehensive, Bridgwater
(11-18 mixed, 1,600)
Master/Mistress for ENGLISH, scale 1 post. A willingness to offer some General Subject would be an advantage and an involvement with reference names and addresses as soon as possible to the Head at the School.
Closing date: 12th May, 1977.

MIDDLE SCHOOLS
Oakfield Middle, Frome
(9-13 mixed, 850)
Well-qualified MATHEMATICIAN, scale 3. To be Head of Department.
Applications by letter to the Head at the school, as soon as possible, with full details and names of two referees.

PRIMARY DEPUTY HEADSHIP
West Pennard C.E.V.C. Primary, Nr. Glastonbury
DEPUTY HEAD for the 6-11, Group 4 school, 180 on roll. Interest in environmental studies and/or science, an advantage.

CHILCOMPTON VC INFANTS, Nr. Bath BA5 4HB (70)
Teachers, scale 1, for small country school. Able to manage integrated staff and to teach modern methods. Application by letter to the Head at the school. Temporary appointment for one year.

St. Gildas RC VA Primary, Yeovil (270)
Teacher, scale 1, for infants.

Combe St. Nicholas VA Primary, Nr. Chard (80)
Teacher, scale 1, for infants. Preferably Communicator member of the Church of England.

Hindways County Infants, Street (280)
Enthusiastic teacher, scale 1, for Reception Class.

Brookside County Primary, Street (316)
Assistant, scale 1, for this semi-open plan school for lower-middle ability. An interest and ability to teach girls' games and/or art. Work/display would be an advantage.

Ashlands CE VC Infants, Crewkerne (212)
Teacher, scale 1, for first year-juniors. Music desirable.

Major Court County Primary, Chard (600)
Teacher, scale 1, for lower infants. Interest in Dramatic Movement would be an advantage.

EDUCATION DEPARTMENT
Closing date for all posts 18th May, 1977

PRIMARY AND SPECIAL SCHOOLS
for application forms send stamped addressed 10-25 pence envelope to Chief Education Officer, Education Department, Municipal Building, Manchester Old Road, Middleton, Manchester M24 4EA, unless otherwise stated.

SECONDARY SCHOOLS
Forms/further details from and returnable to the Head Teacher at the school, S.A.E. please.

SPECIAL EDUCATION
Alderman Kay Day E.S.N. (M)
Tintern Road, Middleton, M24 3JG
Tel. 061-843 4977
Assistant
To work mainly in the Senior Department of the School. The post is temporary for one year from September, to replace a member of staff on secondment.

PARTIAL HEARING UNIT (INFANTS)
Hopwood County Primary School
Magdale Street, Heywood, Tel. Heywood. 80494
Assistant, Scale 3
Suitably qualified person.

MIDDLE AND SECONDARY SCHOOLS
Matthew Moss Middle (10-13)
Matthew Moss Lane, Rochdale OL11 3LU
Head of First Year Studies, Scale 3
To take responsibility for the academic progress and pastoral care of about 200 pupils. Applicants should be experienced in co-operative teaching methods with mixed ability groups.
For this post, forms and details from the School. Completed applications returned to the Chief Education Officer, Middleton.
Cardinal Langley R.C. Grammar (11-18)
Rochdale Road, Middleton, M24 2GL
Tel. 061-843 4098
Head of History, Scale 3
French, Scale 2
Post for one year due to secondment.
Roch Valley High (11-18)
Cornfield Street, Milnrow, Rochdale OL16 3DR
Tel. Rochdale 42495
R.E., Scale 2
To take charge of the subject, which is taught at all levels from 1st to 7th years.

CARSHALTON HIGH SCHOOL FOR GIRLS
London Borough of Sutton
West Street, Carshalton, Surrey
11-18 year High School, 1,060 pupils
Full range of subjects to C.S.E., Ordinary and Advanced Level London Area Allowance
The following posts are available for September, 1977. Applications should be sent to the school.

Director of Pastoral Care
Senior Teacher Post
Applicants are invited for the post of Co-ordinator of the pastoral care, welfare and social activities in this school, which has a well-developed House System. It is envisaged that the successful candidate will co-ordinate the work of the Houses be responsible for liaison with the various welfare and social services personnel in the Borough, and be a member of the main policy and planning Committee of the school. A reasonable period of good teaching experience is looked for, but a mature personality and the ability to deal with the problems of girls will be the major consideration.

Head of English
Scale 4
An experienced, well-qualified and enthusiastic teacher is required to take charge of the English Department and to be responsible for the subject throughout the school. Large, well-established department, with modern, newly stocked library. Previous applicants will be considered and need not re-apply.

Mathematics
Specialist to teach subject throughout the school. Scale 2 available for suitable applicant, but first appointments also considered.

English
Teacher for subject throughout school. Scale post for suitable applicant.

General Subjects
Teacher for general subjects throughout the school.

KENT County Council Education Department

SWALE DIVISION

WESTLANDS HIGH SCHOOL, SITTINGBOURNE
1,700 MIXED

Required for September, 1977, due to further expansion of this 11-17 year co-educational school which is fully catered for first two years. Applications from College leavers welcome.

1. For MATHEMATICS. Scale 1. Knowledge of SMP essential. Ability to offer some language, science or advantage, or R.K. an advantage.
2. For ENGLISH. Scale 1. Ability to offer some Junior History or R.K. an advantage.
3. For COMMERCIAL SUBJECTS including typing, office practice and accounts. Scale 1 post.
4. For PHYSICS to C.S.E. and/or G.C.E. 'O' level. Excellent facilities which include suite of seven well-equipped laboratories. Scale 1 post.
5. For BIOLOGY and integrated Science or Chemistry. Excellent facilities which include suite of seven well-equipped laboratories. Scale 1 post.
6. For TECHNICAL STUDIES, able to offer Technical Drawing and Instruction up to C.S.E. level. Ability to offer junior science an advantage. Scale 1 post.
7. Teacher to assist in REMEDIAL DEPARTMENT, well established department with staff of five covering the needs of the less able. Excellent facilities. Ability to offer some Junior History and R.K. in addition to remedial Mathematics and English an advantage.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER
Capable of taking charge of Gorman within the Modern Languages Department (Scale 2). Examination courses for C.S.E. 'O' Level and Subsidiary Fourth an advantage. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF PHYSICS (Scale 2)
Qualifies and able to teach mixed ability classes up to C.S.E. and 'O' Level. Experience of Chemistry or combined sciences would be welcome. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF FRENCH
Ability to teach Spanish an advantage. Scale 2 available. Apply to suitable applicant but provision may apply.

Application forms and further details obtainable from and returnable to the Head teacher (S.A.E. please).

Wentworth High School, Roebuck Street, Wombwell, Barnsley (11-18 Comprehensive—1,400 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF MATHEMATICS
(Graduate preferred.) To join a Department of seven (Scale 1) teachers to join a Department of four (Scale 1).

Application forms obtainable from and returnable to the Head teacher (S.A.E. please).

Barton High School, Churchfield Lane, Keighworth, Barnsley (11-18 Comprehensive—1,340 pupils)
Head Teacher: H. Gough
Required for September —

TEACHER OF NEEDLECRAFT WITH HOUSECRAFT
To join an enthusiastic Creative Studies team and to teach throughout the school to C.S.E. and 'O' level (Scale 1). Some help with Lower School History is also envisaged. Further details obtainable from the School.

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Hill Bank School, Huddersfield Road, Barnsley (600 girls)
Head Teacher: Miss E. Dawson, M.A.
Required for September —

TEACHER OF FRENCH (Scale 1)
To share the teaching throughout the School to 'O' and 'A' Level at all ability levels.

Application forms obtainable from and returnable to the Head Teacher (S.A.E. please).

Wentworth High School, Roebuck Street, Wombwell, Barnsley (11-18 Comprehensive) (1,250 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF CHEMISTRY (Scale 1)
TEACHER OF MATHEMATICS (Scale 1)
TEACHER OF ENGLISH (Scale 1)
(Temporary year 1 year)

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Hewland School, Hewland Road, Atherton, Barnsley (11-18 Comprehensive—EPA-725 on roll)
Head Teacher: J. Blanton, B.Sc.
Required for September —

TEACHER OF ENGLISH (Scale 1)
Courses in English Language and Literature are already established to both 'O' and C.S.E. level and a strong desire exists to develop the subject to all ages and ability within the school.

Apply by letter to the Head teacher giving full curriculum vitae and two referees.

Primary School, Lillowill Lane, Lundwood, Barnsley (11-18 Comprehensive) (650 pupils)
Head Teacher: P. Lane, M.Sc.
Required for September —

TEACHER OF ART (Scale 1)
To join the Creative Arts Department.

The department operates on a mixed ability co-educational grouping system and maintains provision for C.S.E. and 'O' level. Apply by letter to the Head teacher giving full curriculum vitae and two referees.

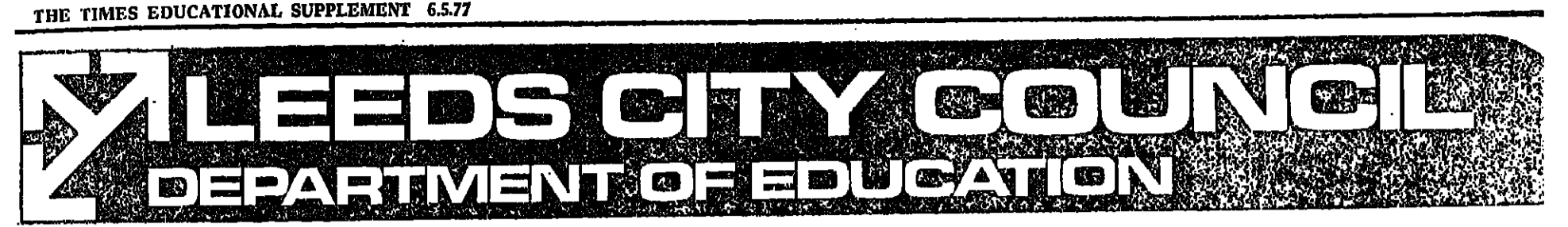
BARNESLEY

Unless otherwise stated the following posts are for September, 1977, and application forms are obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley. (S.A.E. please).

Man or woman required for the following posts:

Carlton Infants School, Platford Lane, Carlton, Barnsley
Head teacher: Mrs D. Stevens

DEPUTY HEAD TEACHER—Group 4
QUALIFIED TEACHER OF THE DE



Unless otherwise stated— Closing date is fourteen days after the appearance of the advertisement. In respect of Headships and Deputy Headships in all schools and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.

SPECIAL SCHOOLS

SCALE 2 POSTS S.384 HUNSLY C OF E. AIDED MIDDLE SCHOOL (No. on roll 280) 9/12 years. Head teacher: Mr. J. D. Thompson.

SCALE 2 (S) POST N.W.378 STANNINGLEY SCHOOL (E.S.N.659) (No. on roll: 118) 5-17 years. Head teacher: Mr. W. B. Woodman.

PRIMARY SCHOOLS

DEPUTY HEADSHIP N.369 MICKLEFIELD C. OF E. (CONTROLLED) JUNIOR AND INFANT SCHOOL (No. on roll 244) 5-11 years. Head teacher: Mr. H. Rinder.

SCALE 2 POSTS E.370 MICKLEFIELD C. OF E. (CONTROLLED) JUNIOR AND INFANT SCHOOL (No. on roll 244) 5-11 years. Head teacher: Mr. H. Rinder.

SCALE 1 POSTS N.W.371 ARBY GRANGE C. OF E. HIGH SCHOOL (No. on roll 790) 13-16 years. Head teacher: Mr. C. A. Slack, M.A.

SCALE 2 POSTS W.382 CRAWSHAW SCHOOL (No. on roll 1,689) 11-16 years. Head teacher: Mrs. D. Riley, B.Sc.

SCALE 2 POSTS W.383 CRAWSHAW SCHOOL (No. on roll 1,689) 11-16 years. Head teacher: Mrs. D. Riley, B.Sc.

SCALE 2 POSTS W.384 CROSS GREEN SCHOOL (No. on roll 1,075) 13-16 years. Head teacher: Mr. D. Smith, B.A.

SCALE 2 POSTS W.385 CROSS GREEN SCHOOL (No. on roll 1,075) 13-16 years. Head teacher: Mr. D. Smith, B.A.

MIDDLE SCHOOLS

SCALE 3 POST N.W.365 ELMHURST MIDDLE SCHOOL (No. on roll) approximately 350 (9-13 years). Head teacher: Mr. C. K. Thompson.

SCALE 2 POSTS

S.384 HUNSLY C OF E. AIDED MIDDLE SCHOOL (No. on roll 280) 9/12 years. Head teacher: Mr. J. D. Thompson.

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SECONDARY Technical Studies continued OLDHAM METROPOLITAN BOROUGH OF EDUCATION

Scale 1 Posts AVON CUDATY EDUCATION AUTHORITY

BERKSHIRE COUNTY COUNCIL

BRENT EDUCATION COMMITTEE

CHESTER EDUCATION COMMITTEE

CHESTER EDUCATION COMMITTEE

CUMBRIA EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE

DERBYSHIRE EDUCATION COMMITTEE

ENFIELD EDUCATION COMMITTEE

ESSEX BARSHALEY SCHOOL

DORSET DORSET SECONDARY SCHOOL

RAST SUSSEX WOODHOUSE SCHOOL

COLNE HIGH SCHOOL

TECHNICAL STUDIES

WOODWORK-METALWORK

TECHNICAL STUDIES

WOODWORK

HAMPSHIRE BISHOPSTON SCHOOL

HAMPSHIRE BISHOPSTON SCHOOL

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County of Cleveland SIXTH FORM COLLEGE SECOND MASTER/MISTRESS (GROUP 10) SIR WILLIAM TURNER'S SIXTH FORM COLLEGE (Roll 317) Redcar Lane, Redcar, Cleveland (Tel: Redcar 74841) Applications are invited for the post of SECOND MASTER/MISTRESS of this Sixth Form College. This post will become vacant on 1st September following the retirement of the present holder. (Application forms are obtainable from and returnable to the County Education Officer, Educational Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, within 14 days of the appearance of this advertisement.)

SECONDARY continued

Scale 1 Posts
AVON COUNTY
ST. GEORGE SCHOOL
Russett Town Avenue, Bristol
BS9 9UD

AVON COUNTY
SIR HERNARD LOVELL SCHOOL
North Bristol, Oldland Common, Bristol
BS1 2JL

BURY
(Metropolitan Borough of)
BURY COUNTY SECONDARY SCHOOL
Bury Street, Bury
MK8 9JH

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal of posts.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal of posts.

DERBYSHIRE
MCCORMACK SCHOOL
Micklethorp Lane, Chesterfield S44 6JL

DEVON
CULLINGTON SCHOOL
Applications are invited from suitably qualified teachers for the post of Head Teacher for the school.

DEVON
CULLINGTON SCHOOL
Applications are invited from suitably qualified teachers for the post of Head Teacher for the school.

DORSET
SANDFORD HIGH SCHOOL
Applications are invited from suitably qualified teachers for the post of Head Teacher for the school.

DOBBET
MILTON KEYNES COUNTY SECONDARY SCHOOL
Applications are invited from suitably qualified teachers for the post of Head Teacher for the school.

GREENHILL SECONDARY SCHOOL
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WIRRAL
(Metropolitan Borough of)
WEST MIRBY CHAMBERLAIN SCHOOL
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SIXTH FORM AND TERTIARY COLLEGES
HEADS OF DEPARTMENT
EAST SUSSEX COUNTY COUNCIL

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HEADS OF DEPARTMENT
EAST SUSSEX COUNTY COUNCIL

SCIENCE and also to play
HAMPESHIRE
BARTON SEVENHILL COLLEGE
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DEPUTY HEADS/ SENIOR MASTERS/ MISTRESSES
DEVON
COURTNEY HOSPITAL SCHOOL
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DEVON
COURTNEY HOSPITAL SCHOOL
Applications are invited from suitably qualified teachers for the post of Head Teacher for the school.

DEPUTY HEADS/ SENIOR MASTERS/ MISTRESSES
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NORTHAMPTONSHIRE
MARTON GROVE INFANT SCHOOL
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County of Cleveland
SPECIAL SCHOOLS
SCALE 2 POST + SSA - TEACHER IN CHARGE OF ASSESSMENT CLASS
MARTON GROVE INFANT SCHOOL
Applications are invited from suitably qualified teachers for the post of Head Teacher for the school.

REQUIRED FOR SEPTEMBER, 1977
Les Green School
Les Green Road, London, E10 6DB. Telephone No. 01-506 0065/7
Headmaster: Mr. C. A. Giles

Partial Hearing Units
Teachers
Experienced teachers are required for September, 1977, for vacancies at Primary and Secondary level. Scale posts available for suitably qualified and experienced candidates.

London Borough of Waltham Forest
HOLYHEAD SCHOOL
DELICATE UNIT
Wattville Road B21 0DP
A qualified ASSISTANT TEACHER for the deaf

BIRMINGHAM CITY COUNCIL
HOLYHEAD SCHOOL
DELICATE UNIT
Wattville Road B21 0DP
A qualified ASSISTANT TEACHER for the deaf
Applications as soon as possible to the Headmaster at the school.
There is a scheme for assistance with removal expenses.

City of Manchester Education Committee
RE-advertiser
EWING SCHOOL FOR LANGUAGE DISORDERED CHILDREN
Central Road, West Didsbury, Manchester M20 9ZB
Tel: 061 445 0745/434 4811
Group (4/8)
Required from September, 1977.
DEPUTY HEAD
A qualification and some years of experience in Special Education essential. Candidates will also be expected to have a particular interest in developmental language difficulties.
Many shared responsibilities with the Head including organisation of residential duties over a five-day boarding period. Residence at the Deputy Head's house essential.
A full job description including teaching responsibilities at this fully open-plan school available on request.
Informal visits can be arranged by appointment.
Previews applicants will be considered.
Application forms from the Headmaster at the school to effect they should be returned by May 20, 1977.

COLLEGES OF FURTHER EDUCATION continued

CHESHIRE MANCHESTER COLLEGE OF FURTHER EDUCATION... LEICESTERSHIRE LEICESTER COLLEGE OF FURTHER EDUCATION...

COVENTRY (City of) TECHNICAL COLLEGE

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

DERBYSHIRE SOUTH EAST DERBYSHIRE COLLEGE

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

HARINGEY LONDON BOROUGH OF HARINGEY COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

KENT KENT COUNTY COUNCIL EDUCATION COMMITTEE

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

LEICESTERSHIRE LEICESTER COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

COLLEGES OF FURTHER EDUCATION continued

LONDON INNER LONDON EDUCATION AUTHORITY... HAMMERSMITH AND WEST HAM COLLEGE OF FURTHER EDUCATION...

MERSEYSIDE THE MERSEYSIDE COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

NORTHAMPTONSHIRE NORTHAMPTON COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

NORTHUMBERLAND NORTHUMBERLAND COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

SALFORD COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

STOCKTON-BILLINGHAM TECHNICAL COLLEGE

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

CHESHIRE SOUTH CHESHIRE COLLEGE

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

CROYDON SOUTH SURREY COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

EALING EALING COLLEGE OF FURTHER EDUCATION

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HERTFORDSHIRE HERTFORD COLLEGE OF FURTHER EDUCATION

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STOCKTON-BILLINGHAM TECHNICAL COLLEGE

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THE TIMES Higher Education Supplement

EXETER COLLEGE

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

LANCASHIRE MANCHESTER COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

LIVERPOOL MANCHESTER COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

NORFOLK NORFOLK COLLEGE OF FURTHER EDUCATION

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NORTHAMPTONSHIRE NORTHAMPTON COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

ROTHERHAM ROTHAM COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

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SHIRECLIFFE COLLEGE-SHEFFIELD

Applications are invited from suitably qualified persons for the post of Lecturer in Business Studies...

STOCKTON-BILLINGHAM TECHNICAL COLLEGE

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STOCKTON-BILLINGHAM TECHNICAL COLLEGE

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HAMPSHIRE BRICKLAW COLLEGE

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LANCASHIRE MANCHESTER COLLEGE OF FURTHER EDUCATION

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Somerset Yeovil College, Yeovil. Yeovil College is a tertiary college combining sixth-form work with that of a technical college. Readvertisement. For September, 1977. Lecturer 1 in the School of Automobile Engineering to assist in the teaching of Vehicle Body-work together with Welding.

Salford College of Technology, Salford. Deputy Head of Department. The appointment is required for September, 1977, and is at the Principal Lecturer grade. Candidates should be suitably qualified, and have had substantial experience in industry and/or education, particularly in Graphic Design.

City of Salford. Deputy Head of Department. Salary—£5,940 to £6,642 plus £312 per annum. Further particulars and forms of application may be obtained from the Principal.

County of Cleveland. Stockton-Billingham Technical College. The following full-time vacancy is to be filled for September 1 or as soon as possible thereafter.

77/5 Principal Lecturer (Department of Engineering). The person appointed will have the technical and educational qualifications, and the industrial teaching experience to contribute substantially to the organization and development of the wide range of craft and technician courses in this Grade of the department, and to act as deputy to the Head of Department.

Shirecliffe College-Sheffield. Principal Lecturer and Social Community and Social Services Section. Applications are invited for the above post to commence September, 1977 or as soon as possible thereafter.

Applications should preferably possess relevant professional/academic qualifications and have had experience in Social Work or Social Welfare training. The post will involve Administrative responsibilities as co-ordinator of all courses and curricular development in Social Work. It is likely that this area of work will, in the future, be established as a separate department.

Norfolk City Council. Norwich City College. The following vacancies are available week ending 1 September, 1977. Ref HS2 Senior Lecturer in Applied Social Studies. A graduate with a good honours degree in Social Science, a specialism in Mental Handicap and some practical work experience. The department offers a varied programme in Mental Handicap and Social Services in the Health (Nursing) Education and Social Services. Qualifying and advanced courses are included. Applicants should therefore be experienced teachers able to plan and develop courses and to establish sound relationships with those in the field.



Technical Education at the Kenya Polytechnic

Kenya gives a high priority to technical education as an essential requirement for development. The Polytechnic, situated in Nairobi, housed in well-equipped modern buildings, is under government sponsorship. Applications are invited for the following posts which provide opportunities to teach in a developing institution in a country with a varied and exciting environment. Appointments on agreement are for 2-3 years mostly commencing September, 1977.

Lecturer in Construction Plant

To teach Workshop Technology and maintenance of Heavy Earth Moving Equipment up to Part III of Construction Plant Technician course. Develop and organise associated workshop equipment. Lecture in associated Mathematics, Mechanical Science and Drawing. Degree or equivalent Industrial experience. Teaching experience desirable. A qualified Agricultural Engineer with relevant experience would be considered.

Lecturer in Air Conditioning, etc.

To teach Air Conditioning, Heating and Ventilation up to Technician Part III, course development and associated Mech Science, Maths and Eng drawing. Degrees HND or HNC in Mech Eng with appropriate industrial and teaching experience.

Lecturer in Electrical Power

To teach Electrical Engineering up to final parts for Technicians and Higher Diploma students. Development of relevant subjects, organisation and supervision of laboratory work. Degree in Electrical Engineering with Power. Six years' experience including two years teaching with specialist experience in two of Electrical Machines, Measurements and Testing Method, Drawing, Switch and Control gear.

Lecturer in Electronics

To teach Electronics to Technician and Higher Diploma students at all levels. Development of relevant subjects, organisation and supervision of laboratory work. Degree or equivalent. Six years' experience including two years teaching. Experience in two of the following: ICs, Computers, Micro-Electronic devices and their testing and fault location.

Lecturer in Electrical Installation

To teach Electrical Installation and Workshop Practice at all levels for Technician and Higher Diploma students. Student projects, Maintenance in labs and workshops. HND or FTC with Electrical Installation. Four years' industrial experience and apprenticeship, two years teaching. Some experience of setting and marking theoretical and practical exams. Experience in two of installation and workshop, contracting, estimating and tendering.

Lecturer in Quantity Surveying 2 posts

To teach Building Economics and Civil Engineering Quantities to Ordinary and High Technician Diploma students. Degree in Building Economics or Corporate Membership IOS/RICS. Six years' post-qualification experience to include two years teaching. Ability to teach Building Technology as a second subject. Preference for experience in curriculum development.

Lecturer in Water Engineering

To teach Hydraulics, Hydrology and Civil Engineering Construction to students taking Ordinary and

Higher Diploma in Civil and Water Engineering. Also Public Health Engineering. Degree in Civil or Water Engineering or Public Health Engineering. Six years' experience inc two approved teaching.

Lecturer in Building Technology & Plumbing

To teach Building Services, Plumbing Workshop Practice and Technology, Building Technology for Ordinary Diploma students and Junior Building Supervisors in Building and Water Engineering. Operate and develop plumbing workshop. FTC and CGLI Advanced Craft Certificate in Plumbing, HNC or HND with plumbing knowledge or equivalent. Four years' experience and teaching qualification.

Lecturer in Photogrammetry and Cartography

To lecture in Air Survey for Higher Diploma (Highways), Ordinary Diplomas in Cartography and Land Surveying. Develop Ordinary Diploma course in Photogrammetry. Relevant Degree or Higher Diploma. Six years' experience including two teaching.

Assistant Lecturer I in Lithography

To teach Graphic Reproduction up to Advanced Craft level and arrange syllabuses. CGLI Advanced Craft Cert. Experience in Colour separation, industrial and teaching experience. Litho plate making desirable.

Lecturer in Accounting 2 posts

To teach Accountancy and related subjects to professional level and to conduct research for further development courses. Degree or professional qualification. Six years' experience in industry or teaching.

Lecturer in Industrial Chemistry

To teach Chemistry to Technician courses. Initiate and develop courses in Chemical Technology. Degree or equivalent in Industrial Chemistry. Six years' experience including two teaching, with analytical or polymer chemistry desirable.

Assistant Lecturer I in Mathematics

To teach maths and statistics to technician and 'A' level students. Course development for Mathematical and Statistical Technicians. Degree in maths. Experience in industrial/commercial use of or teaching statistics and/or computer programming and/or systems analysis. Two years teaching.

Note: Kenya grades do not correspond to U.K. grades.

Salaries

Lecturer £5,161-£7,945

Assistant Lecturer I £4,258-£6,636

(Including a supplement, normally tax-free, reviewed annually, paid by the British Government under its aid programme, to citizens of the U.K.). Plus a 25% terminal gratuity on the basic salary; free passages; education allowances and holiday visit passages for children; an appointment grant up to £300 and an interest-free car loan up to £1,200 are payable in certain circumstances. Application forms and further information from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 55/57 Grosvenor Gardens, London SW1W 0BS, quoting reference TES/KYA and post title.

OVERSEAS Appointments continued

SWITZERLAND
INTERNATIONAL SCHOOL OF
CHAM, Canton of Geneva
Applications are invited for a TEACHER in Mathematics for a 12-15 year old class. The school has a reputation for high standards of teaching and well qualified teachers. The school is situated in a beautiful area with excellent facilities. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association.

GERMANY
EMBASSY SCHOOL
The school has a reputation for high standards of teaching and well qualified teachers. The school is situated in a beautiful area with excellent facilities. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association.

FRANCE
ENGLISH DEPARTMENT
The school has a reputation for high standards of teaching and well qualified teachers. The school is situated in a beautiful area with excellent facilities. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association.

FINLAND
DUTY OF
The school has a reputation for high standards of teaching and well qualified teachers. The school is situated in a beautiful area with excellent facilities. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association.

IRAN
HEADMASTER
The school has a reputation for high standards of teaching and well qualified teachers. The school is situated in a beautiful area with excellent facilities. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association. The school is a member of the Swiss Schools Association.

IRAN
TEACHERS
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GREECE

ADMINISTRATION
Local Education Authority

ASSISTANT ADVISER FOR PRIMARY EDUCATION

AVON COUNTY COUNCIL

COVENTRY (City of) EDUCATION DEPARTMENT

DUDLEY

WEST SUSSEX

LIMCINTHSHIRE

OXFORDSHIRE

REDBRIDGE

REDBRIDGE

REDBRIDGE

REDBRIDGE

REDBRIDGE

REDBRIDGE

REDBRIDGE

REDBRIDGE

REDBRIDGE

REDBRIDGE

REDBRIDGE

Headmistress for English speaking primary school Indonesia

One of our clients wishes to fill the post of Headmistress for a primary school in Jakarta, Indonesia, the appointment commencing at the end of August 1977. To be eligible you must be single, female, aged between 30-40, and have a recognised teaching qualification plus a minimum of 10 years' continuous experience of both infant and junior classes. Practical experience of school administration would be advantageous as would teaching experience in a preparatory/public school. The salary will be Rupiah 4,800,000 per annum net of tax. Conditions of service include a one-year tour with six weeks annual home leave to be taken during the school summer holidays (the return economy air fare will be paid). Furnished accommodation with domestic help will be provided and a car plus driver will be available for school business during school hours. Medical facilities and all utilities will also be provided. A terminal gratuity for each year of service will be paid. Please write, giving details of age, qualifications and experience to: Ivon Cann, Mathers & Bensons Advertising Limited, Chancery House, Chancery Lane, London WC2A 1JQ, quoting reference (T) on envelope.

MATHERS & BENSONS Advertising Limited

POSTS IN GHANA

Applicants for all posts must have a British educational background with an appropriate degree and experience.

Schools DEPARTMENTS

Nandom Secondary School, Nandom

To teach Mathematics up to 'A' level, organise Mathematics teaching throughout the school and liaise with the Ghana Association of Mathematics Teachers. Degree in Mathematics or with a substantial Mathematics component and 3-5 years' teaching experience desirable. Teaching qualification desirable. Salary: £4,010-£5,580 p.a. 77 CS 68

Navrongo Secondary School, Navrongo

To teach Mathematics up to 'A' level and organise the Mathematics Department. Degree in Mathematics or with a substantial Mathematics component and 5 years' teaching experience including 'A' level Mathematics (preferably SMP) essential. Teaching qualification desirable. Salary: £4,010-£5,580 p.a. 77 CS 67

Tamale Secondary School, Tamale

To teach Mathematics up to 'A' level and to organise the Mathematics Department. Degree in Mathematics or with a substantial Mathematics component and 5 years' teaching experience including 'A' level Mathematics essential. Teaching qualification desirable. Salary: £4,010-£5,580 p.a. 77 CS 66

TECHNICAL COLLEGE DEPARTMENTS

Head of Chemistry

To teach Chemistry to 'A' level and organise the Chemistry Department. Degree in Chemistry or with a substantial Chemistry component and at least 5 years' teaching experience at 'A' level essential. Head of Department experience and teaching qualification desirable. Salary: £4,589-£5,618 p.a. 77 CS 69

Teacher Training College

Head of Resources Department

Technical Teachers College, Kumasi

To develop and teach a course in Educational Technology, to encourage staff to develop teaching materials and to organise the Resource Centre as a development centre for technical institutions. Degree and at least 5 years' experience in an Educational Technology Unit in tertiary education essential. Diploma in Educational Technology an advantage. Salary: £4,589-£5,618 p.a. 77 CT 5

ADMINISTRATION Local Education Authority continued

STOCKTON-ON-Tees

WARRICKSHIRE EDUCATION DEPARTMENT

WARRICKSHIRE EDUCATION DEPARTMENT

WARRICKSHIRE EDUCATION DEPARTMENT

WARRICKSHIRE EDUCATION DEPARTMENT

WARRICKSHIRE EDUCATION DEPARTMENT

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WARRICKSHIRE EDUCATION DEPARTMENT

Senior School Meals Organiser

£5,289-£5,874 p.a.
Including London Weighting plus £312 p.a. supplement

THE POST. This is the most senior post in the School Meals Organisation in charge of the School Meals Service, producing 750,000 meals per day. The post holder will be responsible for seeing that the service runs smoothly, the purchase of new and replacement equipment, ordering supplies, cost control and the efficiency of approximately 90 staff in 110 schools. He or she will be assisted by 3 Area School Meals Organisers.

THE PERSON should be qualified (M.I.C.M.A.) with considerable experience in large-scale catering (preferably school meals) and must have the initiative and drive to manage a sizeable team and make a positive and innovative contribution in a progressive environment. We are also looking for someone with the ability to work with staff and other departments.

HILLINGDON is the most westerly Borough in Greater London, bordering on Bucks. and Herts., yet offering easy access to Central London.

FRINGE BENEFITS may include lodging allowance, assistance with legal fees involved in house purchase to a maximum of £400, and 75% removal expenses. Car allowance payable.

Personal particulars available from the Application forms and further particulars available from the Personnel Officer, Civil Centre, Hillingdon, Middlesex, Telephone No. Uxbridge 50111, Ext. 3589. Ref. TES/MS. Closing date 20 May, 1977.

Professional Assistant

Salary: S.O. 1/2/P.O. 1, £4,836-£5,847 (Including Supplement and London Weighting)

(Salary award due 1st July, 1977)

Applications for appointment are invited from good honours graduates with teaching experience. The post is to be filled from 1st September, 1977 (or as soon as possible thereafter), and provides an excellent opportunity for a young teacher to enter educational administration.

Fringe benefits include assistance with removal and resettlement expenses, casual user car allowance and local authority housing or mortgage facilities. Further details and application form (returnable by Wednesday, 18th May, 1977) may be obtained by writing to the Chief Education Officer, Education Office (ref. ST/PA), 255-259 High Road, Ilford, Essex IG1 1NN, or by telephoning 01-478 0020, Ext. 194.

Redbridge London Borough

Inspector of Schools

£6,311-£8,250 (plus supplement)

Applications are invited from both men and women for three pensionable posts in the Inspectorate of the Department of Education for inspection duties in each of the following subjects—

HISTORY

(Ref. SB 114/77/TE)

GEOGRAPHY

(Ref. SB 115/77/TE)

ENGLISH

(Ref. SB 116/77/TE)

Applicants must have appropriate teaching experience and a good Honours Degree in the relevant subject. The work involves specialist inspection duties in the relevant subject together with general inspection duties in schools and colleges and such other duties as the Department may from time to time require. Starting salary will be related to qualifications and experience.

In addition to the salary scale quoted a supplement of up to £312.00 per annum (annual review) is payable within a limit of £8,500 per annum.

Opportunities exist for promotion to the higher grade of Senior Inspector (£7,742 to £8,653).

Please write or telephone for an application form quoting the appropriate reference number to Civil Service Commission, Rosebank House, Upper Newtownards Road, Belfast BT4 3NR (telephone Dundonald 4525, extension 257). Completed forms must be returned to arrive not later than May 20, 1977.

NORTHERN IRELAND CIVIL SERVICE

Specialist

letoc

Metropolitan Borough of Rochdale

Careers Officer
(ROCHDALE)
AP3/4 £2,922-£3,702 + £312

annual salary supplement (with advancement to AP4 on next incremental date following completion of 2 years' experience as Careers Officer). To provide a careers guidance, job placement and follow up service for young people leaving educational establishments in the Rochdale area. Applicants should possess a professional qualification for work in the Careers Service. Previous experience of careers work an advantage, but applications will be considered from students completing professional training in the summer of this year.

Application forms and further details available from the Chief Personnel Officer, 166 Drake Street, Rochdale OL16 1XG, to whom they should be returned by 16th May, 1977. (Ref A781)

ISLE OF WIGHT COUNTY COUNCIL
Education Department

Careers Officer

To undertake the full range of duties including Liaison with Industry, Careers Guidance with pupils of all levels of ability in High Schools and possibly Independent Schools. Every opportunity will be given to broaden experience.

Applicants must hold a professional qualification for the Careers Service. Possession of a car and driving licence is essential to this job and a car allowance will be paid.

Salary on a scale rising to £4,014 p.a. including supplement. Generous assistance will be given in re-location in accordance with the Authority's Schemes.

Further details and application forms obtainable from Personnel Officer, Isle of Wight County Council, County Hall, Newport, Isle of Wight. Closing date 20th May, 1977.

Re-advertisement

Teacher/ Adviser

Salary: Senior Teacher Scale, £5,166-£6,738 inclusive of Supplement and London Allowance. Car allowance payable.

Applications are invited from graduates with suitable teaching experience for the post of Teacher/Adviser in MATHEMATICS from 1st September, 1977.

Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate.

Application forms and further particulars from John Fordham, Chief Education Officer, 285-289 High Road, Ilford, Essex IG1 1NN. Closing date 17th May, 1977.

Redbridge London Borough

COUNTY OF NORTH YORKSHIRE

SENIOR ADVISER
OUTDOOR EDUCATION
£7,956-£8,580

Applications are invited from men and women for the post of SENIOR ADVISER - OUTDOOR EDUCATION. Applicants should have a wide knowledge and first hand experience of the many aspects of outdoor pursuits and have worked with children, young adults and teachers in this field. The adviser will be responsible for advising the County Education Officer on all matters relating to outdoor education at all levels and for promotion its development in a county which provides exceptional resources to do so.

Salary in accordance with Burnham Head Teacher Group 10 £7,956-£8,580. (Soulbury 19th Report)

Application form, to be returned by 20 May, 1977, and further details from the County Education Officer, County Hall, Northallerton, DL7 8AE.

Lancashire County Council

ASSISTANT EDUCATION OFFICER
(PRIMARY EDUCATION)
Salary Scale: P.O. 2 (6-10)
£6,729-£7,407 per annum
Plus an annual salary supplement not exceeding £342

Applicants must hold a degree or equivalent qualification and should have teaching and administrative experience with a local education authority.

The successful applicant will be responsible on a day-to-day basis for all matters concerning nursery and primary education and it is hoped to appoint someone with previous related experience with qualities of leadership for this important post.

Further details and application forms may be obtained from the Chief Education Officer, Education Department, P.O. Box 61, County Hall, Preston, to be returned by 20th May, 1977 quoting reference A451/10/JAG.

COUNTY OF NORTH YORKSHIRE

Applications are invited for two additional posts in the County Education Offices:

1. ASSISTANT EDUCATION OFFICER
(Common Services)
Salary scale P02(b) £6,396 to £7,074 plus £312 per annum supplement

Applicants should be either graduates of a British University with successful experience in teaching and in educational administration or who hold appropriate professional qualifications. Have wide experience and have held a senior administrative post in the education department of a local education authority. Responsibilities will be mainly in the fields of finance, employee relations, establishments and the aspects of the administration of the service having common application. The officer will liaise with senior professional staff in the Primary, Secondary, Special and Further Education spheres.

2. PROFESSIONAL ASSISTANT
Salary scale S01/2 £4,239 to £4,992 plus 312 per annum supplement

The post will provide an interesting opportunity for a person who is an Honours Graduate with successful teaching experience wishing to enter educational administration. Duties will be associated with the administration of educational establishments generally. In determining specific responsibilities, regard will be paid to candidates' experience, specialisms and interests.

Terms of appointment and application forms (please state post) may be obtained from County Education Officer, County Education Offices, County Hall, Northallerton DL7 8AE. Closing date May 20, 1977.

County of Cleveland

POSTS OF ADVISER
(Re-advertisement)
with COUNTY ADVISORY and INSPECTORATE SERVICE

Soulbury Adviser Scale; Group 8, £6,990 to £7,614

(In exceptional circumstances, an appointment at Group 10 might be considered)

The staff of this service is being strengthened and applications are invited for four posts of Adviser. Each Adviser will carry general pastoral responsibility for a group of schools within one of the four areas of the county; he will also carry county-wide responsibilities for specific areas of the curriculum, and will have sound teaching experience at senior level within schools or within the Further Education sector. It is hoped that successful candidates will be able to offer guidance to schools within the areas listed below.

Modern Languages
Science Education
Home Economics
English/Drama

Previous applicants should indicate by letter if they wish to be reconsidered.

The posts warrant essential car user allowance.

Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned within fourteen days of this advertisement.

EDUCATION DEPARTMENT

CHIEF ADMINISTRATIVE OFFICER
P.O.2 (1-5) £5,889-£6,564 + £312 p.a. supplement

This is a senior managerial post in the Education Department with substantial responsibility for the administration of the education service.

Applicants ought to have the D.M.A. and appropriate administrative experience.

Further particulars and a form of application (to be returned by 27th May) are available from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside, WA10 1TH.

Applicants should be either graduates of a British University with successful experience in teaching and in educational administration or who hold appropriate professional qualifications. Have wide experience and have held a senior administrative post in the education department of a local education authority. Responsibilities will be mainly in the fields of finance, employee relations, establishments and the aspects of the administration of the service having common application. The officer will liaise with senior professional staff in the Primary, Secondary, Special and Further Education spheres.

Hampshire

ADVISER FOR PHYSICAL EDUCATION

Salary Scale: Soulbury Head Teachers Group 7, £6,537 to £7,161, including 1976/77 supplements

A vacancy has arisen for an Adviser for Physical Education (with special responsibility for Outdoor Pursuits and Duke of Edinburgh Awards). Teaching qualification essential.

24-hour Ansonline Service for application forms and further particulars. Please telephone Winchester 44111 extension 313, during office hours, or Winchester 4313 after office hours, quoting reference 0482/AA, or write to the County Education Officer, The Castle, Winchester. Closing date May 23, 1977.

County Inspector with special responsibilities in Science

Soulbury Scale 10: £7,455-£8,079 plus £501 supplement

EDUCATION DEPARTMENT

Required for September, 1977, to join the County's team of General Inspectors and to hold special responsibilities in Science.

Candidates, who should preferably hold graduate qualifications in Physics, should have successful experience as advisers or teachers in posts of senior responsibility in schools. They should have a genuine interest in male and female applicants. This post is open to male and female applicants.

Application forms and further details from this County Education Officer (G), PO Box 47 Threadneedle House, Market Road, Chelmsford CM1 1UD (Telephone Chelmsford 87222, extension 2600). Closing date is May 20, 1977.

Essex County Council

AMENITIES AND RECREATION SECTION

SENIOR ATTENDANT
£2,891-£2,932 plus supplement of £312 p.a. plus enhancements for evening and weekend working.

Responsibilities include: cleaning, dusting and day-to-day management of a modern, dual use leisure centre opened in August, 1976.

The post may be attractive to persons already engaged in recreation management or to recently qualified physical education teachers who wish to further their career in a multi-discipline Leisure Services Department.

Qualifications in physical education, recreation or bath management would be an advantage and applicants should preferably be aged 22-35.

The hours of work will be based on a valuable 40-hour week with weekend and evening work as part of the normal working week.

Housing accommodation and removal expenses may be available in appropriate cases.

Application forms and further details are available from the Personnel and Management Services Department, Vale Royal District Council, Whitehall, Hartwood, Northwich, Cheshire CW9 1PJ (Tel. Northwich 74477). Closing date 19th May, 1977.

Vale Royal District Council

ADMINISTRATION General continued

THE SPORTS COUNCIL
ISSUE 2 OF THE PLAN FOR THE NATIONAL AMATEUR FOOTBALL LEAGUE

The Sports Council is concerned with all aspects of football, and work is being done to promote the game and to improve the standards of play. The Council is also concerned with the development of the game in schools and in the community.

Applicants should be either graduates of a British University with successful experience in teaching and in educational administration or who hold appropriate professional qualifications. Have wide experience and have held a senior administrative post in the education department of a local education authority. Responsibilities will be mainly in the fields of finance, employee relations, establishments and the aspects of the administration of the service having common application. The officer will liaise with senior professional staff in the Primary, Secondary, Special and Further Education spheres.

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Vale Royal District Council

ST. HELENS EDUCATION COMMITTEE

THAMES EDUCATIONAL PSYCHOLOGIST

Applications are invited for the post of Thames Educational Psychologist (Salary Scale £5,889-£6,564 + £312 p.a. supplement). The successful candidate will be responsible for the administration of the education service.

Applicants ought to have the D.M.A. and appropriate administrative experience.

Further particulars and a form of application (to be returned by 27th May) are available from the Director of Education, Century House, Hardshaw Street, St. Helens, Merseyside, WA10 1TH.

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Vale Royal District Council

the College of Ripon & York St. John's

Applications are invited for the post of **ADMINISTRATIVE ASSISTANT** (Grade AP4)

In the Bursar's Office. The appointment provides an opportunity for an enthusiastic person wishing to make a career in educational administration to gain a wide range of experience within a College of Higher Education. Candidates preferably but not necessarily having previous experience in financial and/or personnel management should write to the Personnel Officer, College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX, from whom further particulars and application forms can be obtained.

HARRAP BOOKS

Harrap have a vacancy for an **Educational Representative**

to visit secondary schools in Central Southern England and the ILEA, starting in September.

Car and expenses provided.

Salary: According to experience.

Please write with curriculum vitae to Mrs Norcen McDermott, Personnel Dept., George G. Harrap and Co. Ltd., 182/184 High Holborn, London WC1V 7AX.

LONDON BOROUGH OF BRENT

PERIPATETIC INSTRUMENTAL TEACHERS

Applications are invited from qualified and experienced teachers for six full-time posts available from September.

There is a well established instrumental teaching programme in all secondary schools and a large number of primary schools. In addition there are seven Evening Music Centres where through orchestras, bands and other ensembles meet weekly. The successful candidates will work under the guidance of the instrumental Music Organiser and will be invited, in due course, to participate in the work of the Evening Music Centres, for which additional payment is made.

Essex County Council

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Vale Royal District Council

LLOYD'S REGISTER OF SHIPPING
Vacation Training in Industry
Attention Teachers of Mathematics and/or Science subjects whose students are within the 14-19 years old age group.

MISCELLANEOUS
Appointments continued
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Cup of Britain's leading educational publishers is looking for a forward thinking professional to join the Managing Editor.

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WANTED a person experienced in the field of industry in a laboratory or office environment.
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The University of London is seeking a person to take over the duties of the Director of the Institute of Education.

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TEACHERS AND GRADUATES required for part-time tuition in English and Mathematics.

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PRINCIPAL RETURNING
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THE OLYMPIAN SCHOOL OF SPORT
PHYSICAL EDUCATION TEACHERS AND SPORTS COACHES
WANTED to teach in Primary and Secondary Schools in the North Devon area.

Outdoor Education
QUARRIA
SCARBOURGH
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WANTED to teach in Primary and Secondary Schools in the North Devon area.

FOR LOANS AND MORTGAGES
IMMEDIATE ADVANCES
MORTGAGES UP TO 100%

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ARTS THEATRE

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INTERNATIONAL AERADIO'S NEW COLLEGE OF ADVANCED ENGINEERING AT BATH...
presents some exciting news for Senior Technical Lecturers
£5250 - £6000 p.a.
IAL, world leaders in international aviation services and communications, are establishing an advanced technical training college at Bath.

URGENTLY REQUIRED
TECHNICAL TEACHERS
WANTED to teach in Primary and Secondary Schools in the North Devon area.

APPOINTMENTS WANTED
A REGISTERED sick children's nurse, with 10 years experience, seeks a position in a school or hospital.

AWARDS AND SCHOLARSHIPS
DERBY
WANTED to teach in Primary and Secondary Schools in the North Devon area.

Choose with confidence
Dodson Bull
CARPETS-FURNITURE-FABRICS
15% TO 33 1/3% DISCOUNT
In the Barbican Furnishing Centre we have a comprehensive range of carpets, furniture and fabrics.

SAVILLS
ST. PAUL'S COLLEGE OF EDUCATION, WARWICKSHIRE
London 90 miles, Birmingham 25 miles, Coventry 7 miles, Rugby 6 miles
A COLLEGE OF EDUCATION CAMPUS
in superb condition
Altogether about 324 acres
Comfortable halls of residence for 230 students

'Now that we've started we don't want to stop'

David Rowlands describes an adult education project which tries to provide both friendship and intellectual stimulus to the working-class women of strife-torn Belfast

The Carry on Learning Project is an experiment in local adult education for women in some working-class areas in Belfast. These areas have suffered from the decay, neglect and vandalism which are a feature of so many inner urban areas, but which in the case of Belfast have been intensified as a result of seven years' communal strife.

The project developed out of an experimental summer school, held in July, 1975, in St Mary's College of Education, which offered local housewives a week away from the kitchen sink, with their children looked after in a crèche or playscheme, and a chance to try some new skills. Sixty-five women attended, bringing almost 100 children. About 90 per cent had had no contact with further education since they left school. The teaching programme, organized by a lecturer from a college of further education, featured a central core of English—intended to increase skill and confidence in written and oral communication—and a choice of talks, discussions and practical sessions.

As organizers, we were surprised at the enthusiasm generated, and by the request from many of the women to be able to continue throughout the year with a similar programme. As one woman said: "Now that we've started we don't want to stop". We pointed out that there were evening classes throughout the city, sponsored by the Rupert Stanley College of Further Education or the WEA.

It was clear, however, that for many attendance at such classes was impractical. They had large families, there was difficulty of access, the fear of going out at night in troubled areas, and sheer fatigue. What most of the women wanted was day classes in their local areas with, where possible, a crèche for preschool children. As one put it:

"We are at our best in the mornings when we have got the children off to school. We often go out to the shops, not really because we need to buy anything, but to meet and talk to other people."

Making arrangements for such continuation was not easy. We had no tutors, no financial support, nowhere to hold the day classes, and no guarantee of support from a viable number in any local area.

These problems were solved one by one. There was no lack of potential tutors—married teachers, some of them with relevant further education experience, who were then not teaching because they had small children. They were willing to take on this work if their children could be looked after in the crèche.

Because of population movement consequent on redevelopment and civil unrest, there were primary schools in the target areas whose numbers had dropped so dramatically that they had unused classrooms. The principals willingly agreed to make a classroom available once or twice a week. There were also some small community centres which community associations had been helped by government to set up. These were mostly unused during the day, and their committees agreed to make them available for day classes.

So the Carry on Learning Project was set up as a pilot scheme. The Rupert Stanley College and the WEA agreed to pay the tutors, and the Joseph Rowntree Charitable Trust provided a grant to assist with costs.

The main scheme concentrated on the catchment area of the summer school—mainly the Roman Catholic areas of West Belfast, where five centres were established; but three schools in Protestant areas were also included. This was partly to see what recruitment we would have in these areas, partly to offset any criticism (a sad commentary on the polarization of our communities in Belfast) that we were only concerned with Catholic areas.

The crèche, where possible, was organized with the help of playgroup organizations and the assistance of volunteers from the Voluntary Service Bureau. Publicity involved local radio and television, local newspapers, announcements at Mass, leaflets round the area, and posters in shops. Most effective of all was the use of summer school students in each area to recruit friends and neighbours.

Initial enrolment varied, from 26-28 in one or two community centres near St Mary's College, to two in a primary school in a Protestant working class area. Having heard of the summer school, or known someone who had been to it, and enjoyed it, was an important factor in persuading women to come to the classes. Most of them were from local working-class areas, with no previous contact with further education.

The smallest classes kept stable in numbers, and tended if anything to increase slightly, while the largest classes tended to have a fall-out of 30-40 per cent over the period.



Two faces of Belfast: a young woman and her mother hold a flag for the IRA... in the Ballymurphy Community Centre mothers join a daytime class in dressmaking.



The local authority normally insists that, in a period of financial stringency, a class with an enrolment of less than 12-15 cannot be started. The Rupert Stanley College supports our argument that in a small experiment of this nature such rules should not be applied, and that, if positive discrimination was to mean anything, an initial class of five women from an area with multiple social problems such as Divis Flats ought to be equated with a class of 30-plus from an upprivileged middle class area.

Finding suitable teaching material was solved by establishing our own resource bank. Extracts selected or exercises prepared by one tutor were duplicated, and each tutor received one copy, while several class sets were held in the bank, and made available on demand. It was thus possible to ensure a constant supply of varied, lively, and interesting material for use in the classes. The tutors met in seminars, which enabled them to support each other and share ideas, successes and failures.

There grew up a demand for practical subjects such as dressmaking and cooking. At first this seemed impossible on account of lack of equipment, but the acquisition of nine sewing machines made it possible to begin dressmaking in three centres.

Similarly, the loan of three Calor gas cookers enabled us to establish a popular cooking class in a primary school. These classes were not only popular, with those who already came for English; they attracted many who would not have wanted to come to an English class.

and positive relationship with the tutors. They said they looked forward with pleasure to their weekly class, and it was clear that, apart from content, the classes had an important social and therapeutic function.

All were anxious for the classes to continue, and some were anxious to test themselves with an O level or similar type of examination. Others wanted to see a broadening of the English classes, which might include visits to museums, etc, and perhaps the beginning of a study of society as it affects them in their local communities. Their other interests were in mathematics, and in particular in being able to help their own children more effectively.

In their reports the tutors refer constantly to the growth of confidence, and the social and therapeutic function of the classes. Ann Harris writes of her English class:

"For these women it is the one time of the week where they function normally as individuals. Each one has gained in confidence—they each would contribute to a discussion now. Many had been convinced that they were stupid and still say so, but they have achieved more in these classes than they ever dreamt they could."

Deirdre Kennedy confirms this: "I have been really amazed at the achievement, especially in the field of confidence-building. Each of these women is less nervous, less diffident, less inadequate than in January. They all feel more important as individuals."

And Judith Harrington, working with women from the Divis Flats area, has this to say:

"I think the social function of the classes is of paramount importance. The women of the area seem to feel cut off, and tranquillizers are widely used. I think the women who came were able to feel a little more important, and a little more involved with the higher orders of the community—teachers, priests, etc, so that the 'them and us' attitude was softened."

She also feels the women have acquired "a better perception of the world outside their own family circle, and have realized that they can form opinions which are not necessarily those held unthinkingly by their family or husband."

Progress in English is more difficult to judge. "Their English may have improved a little—certainly they are more confident in their use of words, written or spoken. With one notable exception, the general standard of work was low and much praise was needed before any criticism, because they were painfully aware of their inadequacies."

The project is now in its second year. Numbers have increased significantly in most centres, and two new ones have been opened in working class areas of East Belfast, in a primary school and a youth club. A number of 'one year' classes are now being run for an O level. An attempt is being made to widen the scope of the classes with visits to resources in the city such as museums, the Public Record Office and the Central Library.

We are faced with the problem of evaluating the project, and of trying to ensure that the work will continue at the end of it. Continuation may take two forms.

Centres in primary schools might be taken over as part of an "out-reach" function of the school itself. This has already happened in one school, where the newly appointed home/school liaison teacher has taken over responsibility for organizing the classes. This is seen as a first step in the establishment of a "community primary school".

In the local community centres, the intention is to try to form a small committee from the students who would, with the help of the WEA, organize their own educational programme in their local centre. This is already happening in the community centre in the Ballymurphy estate, where the women have organized their own daily crèche and playgroup. They have expanded the dressmaking classes and have started hairdressing classes (which will also provide a hairdressing service for the pensioners who come to the centre once a week for a lunch club).

The project has discovered how the needs of a group of women can be met by a better use of existing resources. The main contribution of the classes would seem to be to a growth of confidence, but equally important is the fact that they provide contact, friendship and intellectual stimulus for some people living in areas characterized by decay, apathy, vandalism and sporadic violence.

David Rowlands is director of the Community Education Project, Department of Further Professional Studies in Education, The Queen's University of Belfast. The report of the first year of the project is available from 107 Botanic Avenue, Belfast 7.



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Cinema

Variations on a quandary

Robin Wood on 'Man on the Roof'

In Widerberg's Man on the Roof has received notices in England ranging from the unenthusiastic to the downright unfavourable. The two main objections are closely related, two sides of the same coin: it is like a television police thriller; and it is not like Elvira Madigan. Both descriptions are partially accurate: neither does the film any sort of justice.

them without any sense of what to fight against, unless it be some abstraction like "the human condition". Hence neurosis assumes the status of the absolute, and cure loses credibility.



All show a concern to locate their subjects within specific social analysis, yet all are set in the past and all are almost too beautiful. It is easy to accuse them of submerging a radical potential in a dominant aesthetic loveliness, but that very tendency, rather than revolution itself, is their true subject.

Man on the Roof (in format a modest, efficient and very exciting genre movie) abandons the earlier films' lyricism along with their period settings; both aspects were in any case partly deceptive, the films (even Elvira) being tougher and more complex than they look. The new film dramatizes the Swedish quandary in a continuous, developing, and finally unresolved dialectic, created by style as well as narrative, in which the spectator becomes directly involved in the opening sequence. From a fixed camera position, in a single take, we watch the murderer's preparations; then, when he drives through the streets of Stockholm his viewpoint (although we haven't seen his face) becomes ours, we are in the driver's seat staring out through the windscreen as the car speeds towards a terrible appointment.

that someone is standing there, another night's Harde Times television documentary by David Hodgson (about a London comprehensive, scheduled to spearhead a seven-part series Could You Be a Killer?) started in London last night. (The series starts later elsewhere and will be reviewed separately.) The irresistible critical temptation is to yoke Hodgson's film, about a corrupt and sadistic chief inspector protected by the forces of the law, to the earlier films' spirit de corps, and later to the specter's willful negligence in whose daughter his now been away from him by the police authorities because of his own actions. The remainder of the film is concerned with the elimination of the criminal by the welfare state.

In the making

Robin Macdonie

Last Saturday's regional programme for this year's National Festival of Music was a most interesting one with performances by the Junior string orchestra and then the senior orchestra of Fitzwilliam School. A fine musical tradition was audibly in the making; firm direction from the conductor, Mr. Eric Fennell, gave an ensemble boldness in choice of repertoire which with practice, should show more clearly in their overall sound. Kenneth Leighton's Festive Quartet, chosen by the senior orchestra, is a solid work in "municipal modern" style—Brahmsian Bartók—more difficult than either Brahms or Bartók and perhaps not quite as rewarding as either. Nevertheless, an enterprising choice, conducted clearly and fearlessly, and with a good if subdued string tone.

Television Alternatives to alternative living

Tom Hart

World in Action: Children on Remand, "The Interlude". The Granada Television presented between adverts in World in Action, did little either to hold the attention of its viewers or to bring into focus the remaining of 15 and 16-year-olds to remand centres and prisons. Since everybody recognises that youngsters and children should not go to prison, those working in the field would be the first to seek alternatives.



Letting. By Gally Howell. (Seeley Service £6.95, 85422, 135 21) This book is essential reading for anyone who wishes to study the history, techniques or classical principles of European lettering. It is illustrated with lettering samples and is bound in a cloth cover. It is available in paperback for £3.95. The book is available from Seeley Service, 85, Fleet Street, London EC4A 3DF. It is also available from the publisher's agent, The Folio Society, 17, Bedford Square, London WC1R 4EJ.

Hodgson's choice

Christopher Griffin-Beale on "Our School and Hard Times"

Our School and Hard Times, Wednesday night's Harde Times television documentary by David Hodgson (about a London comprehensive, scheduled to spearhead a seven-part series Could You Be a Killer?) started in London last night. (The series starts later elsewhere and will be reviewed separately.) The irresistible critical temptation is to yoke Hodgson's film, about a corrupt and sadistic chief inspector protected by the forces of the law, to the earlier films' spirit de corps, and later to the specter's willful negligence in whose daughter his now been away from him by the police authorities because of his own actions. The remainder of the film is concerned with the elimination of the criminal by the welfare state.

accompanying the film's establishing sequences of playground horseplay, creating a mood that softened their impact without destroying their veracity. The watery sun that persisted through these exterior offered an interesting summation of the film's prevailing mood. (By contrast, Angela Pope observed her school from outside through driving rain. Neither director's choice need have been random, for they were employing large shooting ratios over a considerable number of days.)

It was said that we saw nothing of the other teaching in the school—creative work is that the confidence engenders can carry over into other areas of the curriculum. Hodgson denies that he avoided anything desperately awful elsewhere—indeed he ignored some alleged areas of particular strength. But Hodgson could not show everything, and his choices were clear. His film was superlatively put together, from the very first morning sequence, intercutting shots of high-rise blocks with children's drawings and the drama-room improvisation of a family breakfast (all singing matches and queues for the bathroom).

Perspectives on careers

Aun Butler

Careers and Counselling 14-17. BBC Series. Radio—The World of Work—People at Work. TV—A Job Worth Doing?—Going to Work. BBC Schools Radio and television provides a wide range of programmes for careers teachers to use with young people aged 14 to 17 and of a variety of levels. To a decreasing minority of teachers, careers education is still concerned with providing information on a catalogue of jobs.

Women and war

Deborah Thom

Women and War 10.10 pm Mondays BBC2. We are invited to think about women and the First World War by this television series, by an exhibition at the Imperial War Museum which it draws on for material, and by a book that makes use of the museum's files. Two quotations from the museum's display of comments on war seen opposite here: "War is a continuation of state policy by other means (Clausewitz); and "War is the locus of women's emancipation (Trostky). In motive of history, the emancipation of women is more to the point, although the exhibition appears to argue more strongly for the second.

Briefings

Radio and tv FE and OU Ubu Roi (Saturday 08.05 BBC 2, Thursday 07.05 BBC 1) An Open University production of Alfred Jarry's surrealist play, Teaching Adults to Read (Tuesday 19.00 Radio 3) Reading and writing are hand in glove. Teachers look at ways of tackling spelling difficulties. Conversazioni (Tuesday 19.05 BBC 2) Italian press, radio and television are examined through interviews with an editor and journalists. Politics Now: The Lanicist Job (Tuesday late night BBC 1) A study of Neville Chamberlain through the eyes of Lord Howe, Malcolm MacDonald and David Dilkes, whose book on Chamberlain will soon be published. Weather Outlook (Thursday 18.30 Radio 3) The last programme in this series deals with new developments in meteorology. "A great step forward" looks at satellites, computers, long-range weather forecasting and attempts to change the weather. Putting On a Show (Friday 18.30 Radio 3) Anthony Cornish continues his exploration of the pleasures and pitfalls of the amateur theatre and concentrates here on lighting, sound and make-up. For schools Merry-Go-Round (Monday 10.00, Thursday 9.41 BBC 1) Programme about drilling for oil in the North Sea. "The fuel fishers" features visits to two rigs and shows what crude oil is like and the purposes to which it is put. For seven to ten-year-olds. Music Scene (Monday 11.39, Wednesday 9.42 ITV) This term's programmes analyse associations between music and visual images. Fourteen 16-year-olds study "Instrumentation" in the formation of musical character. Listening and Reading III (Tuesday 9.30 VHF 4) "Badgers and Hedgehogs" features three extracts from Kenneth Grahame's collection of country journalism. Aimed at boys and girls of 11 to 13 with reading problems. My World (Real Life) (Wednesday 9.30, Friday 11.00 ITV) Four to six-year-olds take a look at the Lifoboatman. They see how a distress call is answered and take part in the rescue. Nature (Wednesday 14.45 VHF 4) A unit on "Life in Freshwater" begins with "Life in a Pond" and goes to 10-year-olds are introduced to the ecology of a pond. Scan (Thursday 10.03 BBC 1) "Persuading" looks at some convincing examples of visual language. Aimed at 10 to 13-year-olds the pictures are not always the representations of "reality" that they seem. Our Changing World (Thursday 11.40 VHF 4) Practical geography continues with "Having Geography". For 13 to 16-year-olds. Out of the Past (Friday 11.05 BBC 1) Nine to 12-year-olds study "Highways of water". How did canals develop? How do they differ from rivers? What is their function? It's easy with hindsight Colour Running time 27 minutes. Distributed by the Electricity Council, Film Library (TB), 30 Millbank, London SW1. This film looks at the design factors involved in the building of the Grampian Regional Council premises in Aberdeen. Professor Alex Hardy of Newcastle University provides a commentary supplemented by sequences showing the discussions with John Arnott, the county architect and a team of outside consultants. Professor Hardy begins with a brief survey of famous London buildings and the changes in building design associated with changes in technology. The development of buildings using a basic frame with non-load-bearing walls led to the increasing use of glass. Example: like Millbank Tower and the extension to the county hall show some of the disadvantages.